

SCHOOL AND COMMUNITY

VOL. XXIV No. 2

FEBRUARY, 1938

Missouri State
Teachers Association
Columbia, Mo.

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I KNOW THE ANSWER!

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association

Send all contributions to the editor.

THOS. J. WALKER, Editor and Manager

Vol. XXIV

FEBRUARY, 1938.

No. 2

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firmer gums mean
better classroom work
and attendance—
that's why
we stress
gum massage!"**

Today's creamy foods,
as this young man
knows, deprive the
gums of the exercise
they need for health.



Some day she'll thank
this teacher for start-
ing her on the road to
sound, healthy teeth
and strong, firm gums.



Right in the classroom the men and women of to-
morrow are learning how to help protect their spar-
kling smile for years to come—are being taught that
care of the gums is as important as care of the teeth.

Modern Teachers Urge Classroom Drills in Gum Massage as an Aid Towards Sounder Teeth and Healthier Gums

E DUCATORS today realize that the future habits
of youngsters are moulded right in the *primary*
grades of our schools. And in many schools, in regu-
lar classroom drills, young Americans are being
taught the importance of gum massage to *sound*
teeth and healthy gums.

Today's soft foods rob our gums of exercise, deny
them the natural stimulation they need for healthy
firmness. They tend to become weak and tender—
sensitive to the touch—often they flash that warn-
ing signal—a tinge of "pink" on your tooth brush.

Modern gums, because of modern foods, need
extra care—the stimulation of massage. Its tech-
nique, as taught in many schools, is simple. The
index finger is placed on the *outside of the jaw* to
represent the tooth brush and rotated from the
base of the gums toward the teeth. And, as teachers

explain, circulation is quickened in the gum tis-
sues—lazy gums respond to this exercise with new,
healthier firmness.

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bright but, with massage, to help keep gums firmer,
healthier. Try Ipana yourself. Each time you brush
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gums. You'll discover a brighter lustre to your
teeth—your gums will feel better, look better—your
smile will be winning, attractive.



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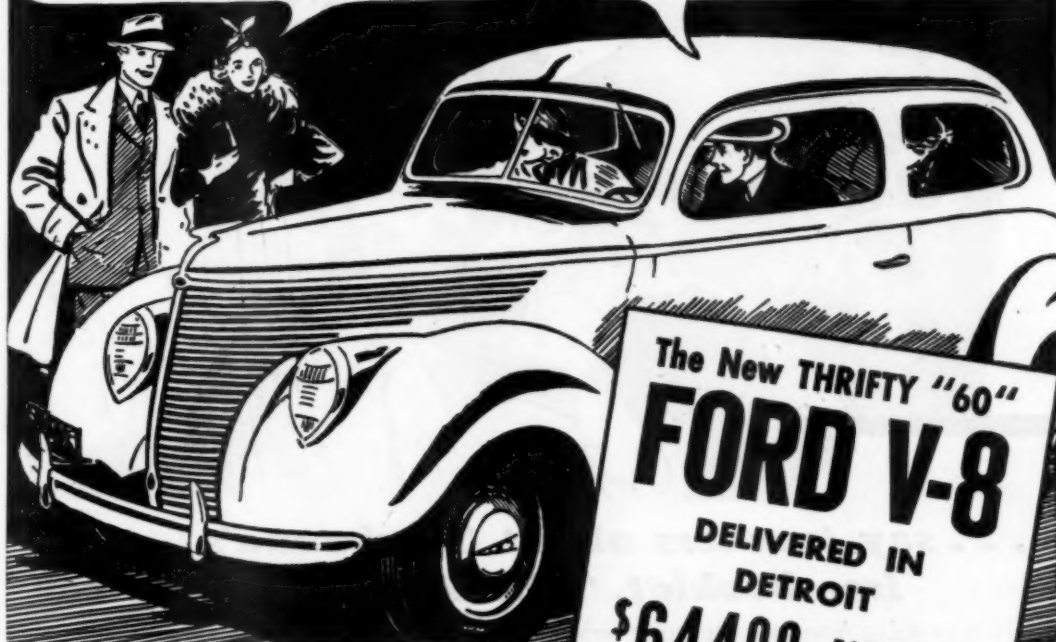
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The author is G. W. Bannerman, Principal of the Senior High School, Wausau, Wisconsin. The collaborator is Fred W. Braun, "The Safety Man", Vice President and Chief Safety Engineer of Employers Mutuals of Wausau, Wisconsin.

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SCHOOL AND COMMUNITY



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FEBRUARY,

1938

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Let Students Judge Citizenship Traits

by

Wallace A. Hilton

Permanent record blanks and report cards in many of our small high schools call for the rating of students in the various citizenship traits. In many schools these traits are rated by members of the school faculty who know the various students best, usually class sponsors or home room teachers.

Probably the students are as well qualified as teachers in judging these traits, at least their judgment is worthy of consideration. They can see and are in a position to know the good and bad characteristics of their fellow workers, and should be given the opportunity and responsibility in the making of such a rating.

In an effort to find the correlation between the ratings given by pupils and teachers, thirty-one Stotesbury high school pupils were asked to score each other as (1) Excellent, (2) Good, (3) Fair, or (4) Poor, in each of the following citizenship traits: cooperation, scholarship, stability, clean habits, dependability, leadership, promptness, courtesy, honesty, and initiative. Three teachers of these students were asked to give the same type rating. The average of these gave the following student and teacher ranking:

| Pupil | Pupil Ranking | Teacher Ranking | Pupil | Pupil Ranking | Teacher Ranking |
|-------|---------------|-----------------|-------|---------------|-----------------|
| A | 1 | 4½ | Q | 17 | 17 |
| B | 2 | 6 | R | 18½ | 23 |
| C | 3 | 10 | S | 18½ | 17 |
| D | 4 | 1 | T | 20 | 25 |
| E | 5 | 2½ | U | 21 | 24 |
| F | 6 | 7 | V | 22 | 26 |
| G | 7 | 12 | W | 23 | 20 |
| H | 8 | 8½ | X | 24 | 12 |
| I | 9 | 2½ | Y | 25 | 21½ |
| J | 10 | 4½ | Z | 26 | 17 |
| K | 11 | 14 | AA | 27 | 29 |
| L | 12 | 17 | AB | 28 | 28 |
| M | 13 | 7 | AC | 29 | 30 |
| N | 14 | 12 | AD | 30 | 27 |
| O | 15 | 21½ | AE | 31 | 31 |
| P | 16 | 17 | | | |

The high coefficient of correlation of .87 indicates that there is little difference between the ratings given by students and teachers; however an average of the two would be more reliable for permanent record. An added value of students rating themselves is that their attention is called to these traits and they make greater effort to improve their various citizenship qualities.



20 YEARS AGO, a publisher who had just invested over a million dollars in a new project said: "We are not interested simply in producing more textbooks. If we can make books which present new and helpful educational ideas, or if we can present the old ideas with better organization and in more useful form for the schools of the country, we shall risk all our energy and every dollar of our assets to make good in this new field." . . . Two decades have passed; literally hundreds of Winston textbooks have been published; but neither time nor expediency has caused a wavering from the precept. To the school people who have approved our efforts, go our thanks and our renewal of the Founder's pledge.

1918 was a remarkable year, even for schools. Many closed—due to the coal shortage and to the flu. And then the day of the Armistice!

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FRANKLIN first suggested Daylight Saving Time, but the law was not passed until 1918.

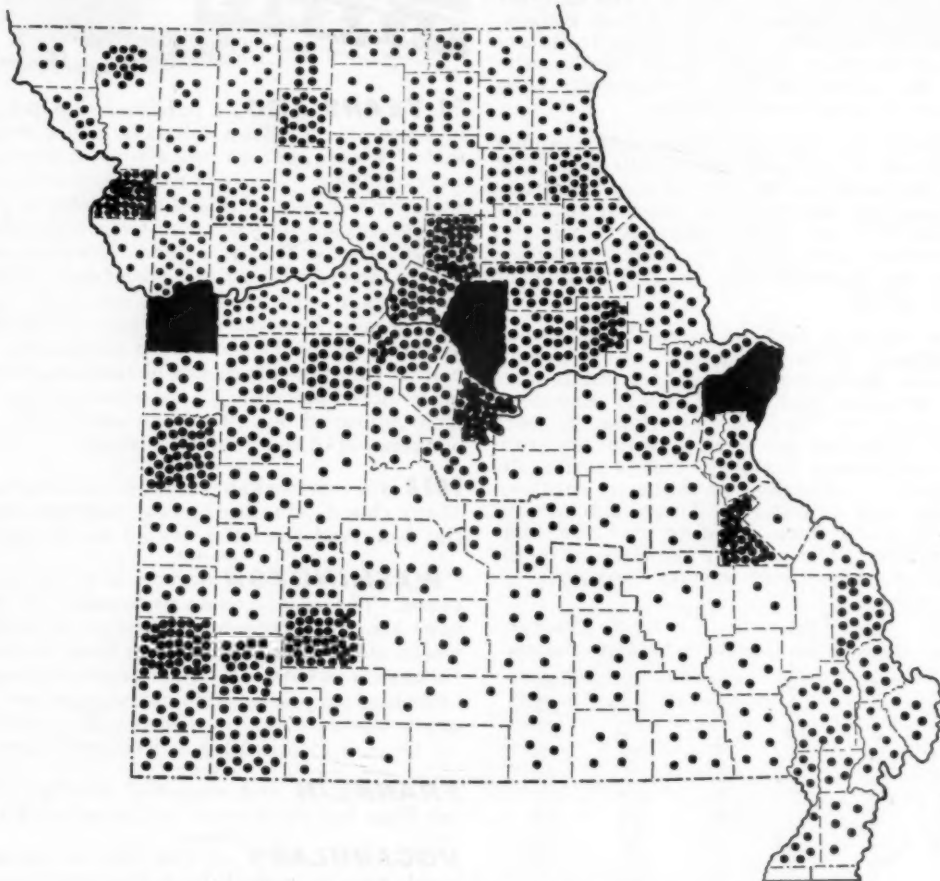
VOCABULARY of less than a thousand words may be enough for a European peasant even today, but many second grade readers have a larger word list. The **WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS** is an ideal aid in vocabulary building, for its *simplified* definitions are more easily remembered.

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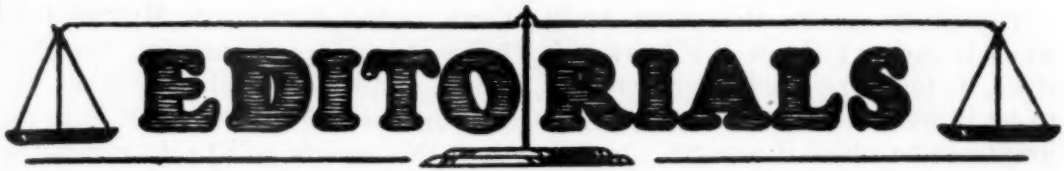
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EDITORIALS

"I KNOW THE ANSWER"

THIS cover picture intrigues us. The vivacity, the eagerness, the confidence of this little girl is inspiring. In a world filled with fear and jittery with suspense, this face brings to us a sense of hope. At a time when we know so much—when scientific knowledge has advanced to levels beyond the wildest dreams of only a few years ago; when the doings of dictators, diplomats and governments are made known to us each morning by the press and at all times by the waves of ether; when we appear to know everything *except* how to use our knowledge for the common good—we wonder if the camera in making this picture didn't really record a truth, deeper and more fundamental than a superficial thought indicates. We believe it did. We believe that she knows the answer.

We believe that the ills of this present day world will be solved by the enthusiasm, the vitality, the open-minded curiosity, the purity and the unspoiled idealism of children. But, these qualities of childhood must be kept if they are to be effective, and in their keeping lies the greatest problem that now confronts the adult world. To keep these qualities makes necessary a different philosophical emphasis to that which is commonly current; namely, that the business of adults is to mold the minds of youth into adult patterns, to make men and women of boys and girls. We need

more of the philosophy of Wordsworth who said:

Our birth is but a sleep and a forgetting
The soul that rises with us—our life's star
Hath had elsewhere its setting
And cometh from afar—
Not in entire forgetfulness
Nor yet in utter nakedness,
But trailing clouds of glory do we come
From God who is our home:
Heaven lies about us in our infancy!

Is it not possible to keep some of these "clouds of glory" which trail us into life? We believe that fundamentally the child is wiser than the adult; that some things are hidden from the "wise and prudent" and revealed unto babes; that youth loses his "vision splendid" because we mis-educate him; that the ideal "dies away and fades into the light of common day" because of what we adults take away that is good and because of the bad with which we supplant it.

We believe that the Great Teacher was right when He admonished the adults in his audience to "become as little children" rather than urging children to become like their forbears.

We need to realize more the force of concomitant instruction which the child takes from his environment. How much of selfishness? How much of race prejudice? How much of egoism? How much of distrust of his fellows does he get from us, his teachers, his parents, his preachers and his associates?

How to "keep then the childlike heart that will His kingdom be" becomes the great problem of education for those who desire deeply that tomorrow be a better day.

The child speaks the sober truth when it says "I Know the Answer", if we, its teachers, are but wise enough to let it keep the ideals it has and the greatness to which it aspires.

SAFETY THROUGH EDUCATION

EACH DAY OF a recent year resulted, on the average, in 1,000 persons being permanently disabled by accident and the same day recorded approximately one-fourth as many persons accidentally killed. The annual financial cost in wages lost, medical care and property damage resulting from accidents reaches the staggering total of \$3,400,000,000—more than is spent during the same time for all forms of education. During one month 1,200 children in our nation met accidental death from fire arms alone. One year records the death of 82,556 more Americans by motor vehicles than there were American soldiers killed in the Revolutionary War, the War of 1812, Mexican War, Spanish-American War and the World War.

With these facts before us we are in a humor to commend such organiza-

tions as the Employers Mutual Liability Insurance Company, the National Safety Council and other organizations whose purpose it is to reduce this terrific toll to its minimum. We particularly compliment the former because of a book "Safety Through Education" which it is sponsoring.

This book by G. W. Bannerman is a guide book in safety education and is intended to help teachers in their efforts to offer material in all their social science courses which will prevent much of the human waste and suffering directly attributable to accidents.

Obviously it is one of the functions of the school to develop controls, attitudes and responses in the child which will protect it against the increasing hazards of our complex life. When the child of today is thus equipped the adult of tomorrow is likewise protected.

"Safety Through Education" is a simple, attractive, teachable organization of material which if presented to the child will go a long way toward eliminating much of the present loss from accidents.

A TEACHER'S TASK

Gertrude Neal

A TEACHER'S TASK is a thankless task
As the long days come and go,
She wears a smile as a pleasant mask
For the heartache that must not show.

There's always someone to chastise her,
And tell her she's doing wrong,
But few are there who comfort her,
Or help her to get along.

Yet—a teacher's task is a thankful task
As the long years come and go,
For the eager souls within her grasp
Need her to make them grow.

In simple faith they trust in her—
The Saint of a nation's youth;
And as she holds that trust in charge,
She is paid for her tears, in truth.

An Answer to a Critic

Willis H. Reals, Ph.D., Associate Professor of Education,
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THERE APPEARED IN THE SUNDAY editorial section of the St. Louis Post-Dispatch a short time ago an article by a distinguished scholar on *Evasive Stunts Taking the Place of Real Education*. He lists the *evasive stunts*, but is himself evasive in leaving us to infer what is this *real education* in which he believes.

This gentleman has written much about education, but his comments like those in the recent article are largely impressionistic. His thinking is no less sound than that of those whom he criticizes. He thinks perhaps he has given us a real formula when he says:

Neither among the ranks of the laity nor among the rank and file of the profession is there any real curiosity to penetrate the meanings of reforms in terms of their likely consequences. If that were not so, the educational world would not need to be admonished by the clear headed president of Harvard University to lay aside the problem of progress or no progress and simply—to educate.

"Simply to educate." What a phrase to conjure with! If it were only as simple to do as to say. How to educate has occupied the brains of the best men for centuries, but heretofore these best brains have not dismissed the subject without telling us what they hoped to accomplish and the prescription for doing it. What is the purpose of education? That is the question!

This lack of understanding of the end to which education must be directed is the cause of all the confusion. Educate! Toward what end would the distinguished writer have us educate? Would he agree with John Milton that education is "to fit a man to perform justly, skillfully, and magnanimously, all the offices, both public and private, of peace and war," or would he agree with Plato, that education is "to produce perfect guardians of the state," or with Montaigne, that "education is the art of forming man, not specialists"?

Before we can educate we must know the purpose or goal for which we are

educating. If we are "*forming man*," we shall have one plan of action; if "*specialists*," another. But to set up a goal is only the beginning of the problem; we must then decide by what path, or by what means we can reach that goal. The article has not enlightened us.

The writer would believe,—he is forced to do so by inference of course,—that the scholarly gentleman looks favorably upon the education which he himself received years ago,—the education which aimed almost exclusively to produce scholars. That is the type of education about which Henry Adams said, "the chief wonder is—that it does not ruin everybody concerned in it, teachers and taught." He seems opposed to changes. Is he not then opposed to progress, for how is progress obtainable except through change? Change, of course, doesn't mean progress, but certainly progress cannot come without change.

He accuses those who will make changes of being unaware of the likely consequences. The writer would fully agree with him, for he believes that too many quacks are today proposing remedies, but the writer also believes that the scholar may have lived so long in the cloistered halls that like the medieval schoolmen he, too, fails to realize what the consequences may be without changes. When seven out of every ten boys and girls of high school age are in school, and when the compulsory attendance laws force them against their wills to attend school, and when it is evident they will be forced to attend in larger and larger numbers, we cannot for long neglect their real needs for a suitable education, not that which will aim to make them scholars, but that which will fit them better for the real job of living, and which in turn will "make the state a better place in which to live and a better place in which to make a living." What shall be the likely consequences if, instead of making suitable provision for these people who are forced to remain idle through no fault of their

own, but because of a bungled social and economic system for which we ourselves are responsible, we continue to hold them to a system of schooling (a term not always synonymous with education) which may have been good for our fathers and our father's fathers but certainly not for our sons and our sons' sons!

Can we ever go back to what it seems the honorable gentleman looks longingly towards? Can education still remain the exclusive privilege of the few who possess the greatest intelligence, or must it be for all? In a really progressive education there is the place for the scholar, but there is also the place for the engineer, the lawyer, the mechanic, the clerk. We need efficient mechanics fully as much today as we need efficient scholars or efficient lawyers. Above all we need an educated citizenry. In catering to the best interests of all we shall benefit society, and in so doing the interests of none need suffer.

Our schools and our subjects are still like Procrustean beds to which all must be fitted. If our pupils are too short intellectually they are pulled and stretched to fit; if they are too long intellectually they are lopped off here and there to conform. The education has really fitted neither. We have passed the days of political hierarchy and political aristocracy, but we have come into fully as bad a despotism,—that of the intellectual aristocracy, and of the two, the former was in many respects far less cruel. It's fully as bad to warp pupils' minds as it is to warp their bodies. Rather than making the schools fit the needs of those coming to the schools, the intellectual despots insist the schools are all right, the fault is with the people,—they aren't producing the right kind of children.

Our teachers in our public schools and in our universities have almost never been the first to innovate, nor have they been willing to accept things which finally have come to be forced upon them. Our universities looked with disfavor upon science instruction when it first came into the curriculum, and the very science for which the "clear headed president" already referred to has become famous, had a terrific struggle to be considered a respectable younger addition to the University family. Even today it is not un-

common to find that certain departments in our educational institutions possess a smart smugness in the feeling that they are the *sine qua non* of a truly respectable education. While many school people today, however, are beginning to challenge their own thinking, there are still those, who, like the scholarly writer, are constantly walking into the future backward.

The writer of the article is opposed apparently to the liberation of the passing standard whatever that may be. "Standard"! What a word to frighten helpless youngsters with! Does anyone know who should pass and who should fail? We think we do, but this whole question of passing standards has never been settled. What is a standard? Who is a failure? Is a boy who answers properly 70 per cent of the questions a success, and the boy who answers but 65 per cent of them correctly a failure, or is there a twilight zone where success merges imperceptibly into failure? Will the boy who passes one teacher's final examination be sure to secure a higher mark on another teacher's examination than a boy who failed under the first teacher? Not at all. The St. Louis survey of failures a few years ago demonstrated this to their complete satisfaction. Many people who failed in certain algebra classes actually had higher marks on objective tests than many who passed.

We still meet teachers both in public schools and in universities who boast of their high standards when to a really intelligent person all that they are saying is that they "flunk" more students. Anyone can assign pages in a text-book, and mark the number of problems right, and "flunk" students at the end, but really to teach these same students so that they will acquire a proficiency in the subject and thus pass requires good teaching. It is the writer's contention that most of the students who succeed do so in spite of, and not because of us.

When these things are so, why set up standards as fetishes? Why still use standards as intellectual straight-jackets for pupils? Wouldn't it be invigorating at times to apply standards to teachers rather than to pupils. If this were done many reasons for the pupils' shortcomings would stand clearly revealed. A few years ago

the teachers of modern foreign languages discovered that in some schools pupils were consistently accomplishing in one year of the study of a language what pupils in other schools were accomplishing in three. What if standards had been applied to teachers in these cases? Let standards be applied to teachers as well as pupils! Let us talk less of pupils' deficiencies and more of our own. If standards are set for teachers, we'll not need to worry so much about pupil deficiencies.

Time flies too rapidly and changes have come too quickly for us to take the advice of the president of Harvard too seriously. We *must* think of progress. The horse and buggy civilization has gone; so must our horse and buggy schoolhouse, our horse and buggy schoolmaster, and our horse and buggy curriculum. The New Deal must affect us in our educational system as elsewhere. Schools, especially our public schools, are society's instruments for perpetuating itself. Can we for any other reason justify taking from our people between $2\frac{1}{2}$ and 3 billions of dollars yearly in taxes for their support! If our schools are society's instruments for perpetuating itself, then the schools must in turn be cognizant of the

changes in that society. Can we take the advice offered us, not to worry about progress, but "only educate"? Such doesn't seem to make sense.

The present writer envies the scholar for his ability to say what he has so beautifully and to many, no doubt, so convincingly said. There is a real danger, however, in using one's talents in such a way as to mislead the uninformed to a disrespect for many of the wholesome changes which the schools are attempting, and hence remove from the schools the necessary public sympathy and support for such changes. Naturally all that the schools are attempting cannot be agreed to by all as sound. The schools, no doubt, may be rash in some of their experimentations, but experimentation is a wholesome sign anywhere. What we need more than the present destructive criticism of departure from tradition and from our own personal and biased opinion is a constructive evaluation of what is being attempted. But this constructive evaluation cannot be given by those people characterized by Henry George as those "into whose heads it never enters to conceive of any better state of society than that which now exists."

Everybody

"Everybody! Who is this mythical monster? Have you ever seen it, Mary?"

SHELLEY—in Maurois' "Ariel."

THE remark quoted is uttered by the poet on the occasion of his wife's pleading with him to go to some fashionable balls. "Everybody goes to them," says Mary Shelley, anxious for once to be in the swim of things; and Shelley's exclamation gives me pause a little, while I turn over in my mind its full significance.

Our moral cowardice, our supineness, our invertebrateness! We would fain go with the stream of life, drift, do anything, so long as we are in conformity. For conformity is the slogan that Everybody vociferates. He is the champion to the utterance of the Highly Respectable People, the Church Established, and all Society's deferential train. Everybody is capable of Protean manifestations. He is

a sort of Vicar of Bray, and, at least, the Vicar of Bray persists.

Everybody sets the standard or pattern of human life in human society. "Everybody" is really a hyperbole for "the majority." Everybody arrogates to himself a universality that is not his. We have always—thank God—our minorities. But Everybody represents such an overwhelming majority that only a Shelley may dare to oppose him, and even he must pay the penalty of social ostracism or even exile.

It comes then to this—a plea for minorities or individualism. Everybody swamps all individualism. Yet, if we could but see it, each has its reward. Everybody, so potent in the present, the here and now, has no perpetuity of remembrance. He is

of paramount importance now, and only now. But the rebel, the outcast, the defiant individual is remembered.

Everybody has existed from the beginning of society. He is society personified, summed up in a personality. As such he is as immortal as the king. Times change and he changes with them. In Greek Athens he is a standard citizen and is defied by a Socrates or an Alcibiades or a Diogenes. In Rome he is another standard citizen, outraged this time by a Cato Censor or a Catullus. In religion there is a long succession of such rebels—Luther, Wesley, Knox, Calvin, the great Non-Conformists. So their individual names remain, but Everybody perishes in generic oblivion.

Everybody holds high office in all the great institutions of society—the Church, the School, the State, the Army and Navy, the Law. He promulgates a doctrine of Fashion, of Custom, of Good Form. He regulates and stereotypes. He is equally potent in his negative power or rule of “things not done.”

He makes for the consolidation of society. To a certain extent his sway is positively beneficial. Society would not exist for a day without the dominion of “Everybody.” So much may be conceded to him as a beneficial cosmic force. But on his negative, maleficent side we have to note that custom and law deteriorate into routine that is meaningless. Custom,

heavy as death,
cold as the grave,

lays its blighting grip on the living youth. Everybody safeguards society, not least youth. He is the despot of childhood, but the despot begins to be challenged by adolescence. Here note a significant metamorphosis. The impersonality of Everybody is, this once, discarded for the definitely feminine gender of Mrs. Grundy, thereby showing which section of youth stands most in need of protection. Hardly anyone has ever defied that Ancient of dames and come off scatheless. She—what a blow to the pride of our male world-conquerors!—is the true Invincible.

Everybody plays for safety. To that extent he condescends, he defers. Rather than suffer defeat he will compromise. That is his final weapon. If he cannot

win victory whole, he will accept half. Thus he is never utterly defeated. He has recourse in the last resort to the *via media*. This has been achieved over and over again in religion. In this sphere indeed he has won his most notable victories, veritable *succès de fou*. Calmly ignoring that Abram was a rebel against himself or his lineal ancestor in Ur of the Chaldees. Everybody adopts him into his bosom and makes of Judaism a religion to which the Jewish “Everybody” must conform. Ignoring that Mahomet was a layman, a cameldriver, a rebel, an outcast in his day, “Everybody” again takes him to his bosom and makes of his creed another religion, to which the Moslem Everybody must conform. So in our own modern day, Rome took over Christianity and made of it a religion to which the modern European Everybody conforms. This is what is meant by saying that the heterodoxy of yesterday is the orthodoxy of to-day. Yesterday’s rebellious, motley is toned down into to-day’s unobtrusive uniform. Everybody is a magnificent tactician. Everybody is anonymous. The rebels, the traitors even, the anarchists, the incendiaries are named. Sir John Menteith, Ephialtes, Ganelon, Tarpeia, enjoy a temporary or everlasting ignominy. They are at least “named,” like those rule-breakers of the House of Commons, however undeserving of notoriety may be their individualism.

But there is no denying that Everybody is a cosmic life-force. If it were not so, he could not have endured throughout the ages. In so far as he is a living force he modifies himself, adapts himself, compromises, or, as indicated above, boldly adopts the rebel, arms and all, and shortly reappears, in name still Everybody, but wearing, without the least self-consciousness or embarrassment, the baldric, the very accoutrements of the erstwhile rebel. Witness, once more, the various religions of the world endorsed and made fashionable by Everybody.

Everybody is the life-force of Conservatism. He conserves the past, the tradition. The uncompromising rebel he treats as a rebel, an outcast. He stoutly maintains the laws and customs of a particular society against all change and innovation. He holds out to the last, and only at the

last adopts the change that has become inevitable, and quietly makes it conform to the rest of his habit. Thus Christianity, which was once the badge of defiance and outcasts, is to-day the badge of Everybody.

The slowness of Everybody exasperates the individual. But what will you have? The one is a life stream-force, the other an individual atom. The one safeguards society; the other cares for none but himself. A Shelley-atom must pay the penalty of his defiance of the engulfing

stream. He may be quite willing to pay. Shelley, I think, was quite willing. The martyrs generally have been so willing: Jesus supremely was. The atom which leaves the swirl is audacious, and for its audacity must atone.

So we reach the comfortable conclusion that Everybody and Somebody are both essential to the well-being of the social commonwealth. Between them they achieve a vital synthesis.

Epimetheus, in the *Scottish Educational Journal*.

On Homogeneous Grouping

L. J. Starrett, Webster Groves.

DEMOCRACY DEMANDS homogeneous grouping. Public schools must offer an equal chance for the maximum development of unequal abilities and different kinds of talent. The day is gone when the function of public schools was to offer only literary and theoretical training. To be democratic, the school must modify its curricula to allow for differences in interests and ability. The school must let ability and interest, rather than race, creed, or class, differentiate its pupils. It is no democracy that causes the more capable to develop habits of idleness, and at the same time breaks the spirit of the less capable by a continuous experience of inferiority. Our special schools and our special classes are expressions of real democracy.

In its best sense, homogeneous grouping does not mean a separation into classes on the basis of ability for the study of the same subject matter. If the same material is to be given all pupils, sectioning is of doubtful value. While various sections may properly be studying in the same general field of knowledge, each should have its own special phases, and its own points of view. The aim of one section may be to develop specialists who may produce in that field. Another section tries to develop a broad, cultured understanding and appreciation. Still another section may be largely remedial in character, and train to solve everyday problems in practical ways. To try to do all these things in one large class is to discourage, and to make teaching inefficient.

A grouping on basis of ability and interest should give four chief advantages. (1) Reduction of failures till they approach the vanishing point. It would be better if the present routine repetition by flunkers were replaced by the practice of refusing to allow any to repeat unless it were believed that either the pupil had been misplaced, or else his attitude had changed. (2) A real reduction of problems of discipline. Most youngsters who give trouble have an inward feeling they do not "belong". The easiest way to give a youngster this feeling is to give him work he cannot understand, and to put him in a group

whose discussion he can neither understand nor appreciate. (3) Fewer inferiority complexes and fewer superiority complexes, because when properly grouped the least able can succeed, and the most able must work. (4) Teachers and pupils with a sense of accomplishment, therefore happy and busy.

Fortunately no one can form a group wherein all are equal in ability, or wherein all have exactly the same interests. How artificial that would be! In adult life, usually people of comparable ability and similar interests come together. Mechanics are thrown with mechanics and executives with executives. One who cannot play cards does not join a bridge club, and an atheist does not join a missionary society. Only those interested in the theater join dramatic guilds. No one expects these adult groups to be entirely homogeneous, nor for all members to have exactly the same interests. But we do expect somewhat comparable ability and a common bond of interest. So it should be in the school.

The choice of subject matter for various sections is of great importance. Teachers, as guardians of the child's chance for a real education, must sometimes insist that so-called impractical material be retained or added. Few indeed are satisfied with a life made only of and for practical considerations. Standards set up by tradition or by educators farther up the age-scale must sometimes be steadfastly refused or discarded, for anything outside the range of comprehension of the group does harm. Each individual must be able to grasp the point with effort reasonable enough that a sense of accomplishment spurs him on.

Credit should not be given under the same name for different groups. Descriptive names may be developed that will hurt no one's pride. For example, in a very large high school five different courses in ninth grade mathematics should be offered. Titles might be, in order of decreasing difficulty: Theoretical Algebra, Elementary Algebra, General Mathematics, Applied Algebra, and Non-technical Mathematics. Smaller schools must, of course, be content with fewer divisions.

Student Guidance in Herculaneum, Missouri

Saidee B. Morse, Guidance Director

STUDENT GUIDANCE, or recognition that the responsibility of the school does not end with group exposure to subject-matter, even though that exposure be well timed and correctly focused, but that it also includes consideration of the whole child in all past, present, and future relationships, is manifesting itself in various forms in modern schools. These forms depend upon such factors as the size of the school system, the superintendent, the teaching personnel, and the community served. The movement has been given most attention in large high schools where its need was most apparent, as the chances for teacher-pupil contacts are small there, and where it logically followed vocational education and vocational guidance, the first steps taken toward guidance of the whole child.

But small-town high schools admitting of closer and more frequent teacher-home contacts offer larger opportunities in guidance of the individual child. No less are the opportunities and needs in the grades. Guidance of the individual, planned or unplanned, for good or for ill, fitted to potentialities or not, begins at birth. The duty of the school in this guidance program begins in the kindergarten or before, whenever possible.

Our own school, with a high school enrollment of 200 and a grade school enrollment of 400, is this year beginning a more direct and comprehensive program, with a full-time guidance worker and visiting teacher. Much has been accomplished during the preceding few years, through the efforts of a guidance-minded and guidance-trained superintendent, who in turn has worked toward guidance-orientation of his entire faculty. He has thus created a more child-centered atmosphere—consideration of the individual child in all his parts. Many pieces of good work have been done. Many children who ordinarily would have been classed as failures with further responsibility unacknowledged on the part of the school, have been guided to success in school and out. But the lack of time and energy on the part of a hard-working superintendent and faculty to plan and carry out a coordinated program, which has so many implications, led this year to the employment of a full-time guidance director.

Our guidance program embraces many phases. Teachers must be child-conscious as well as subject-matter conscious, with understanding that mastery of subject-matter is not an end in itself, but is one means of complete development of the child. Classes must be conducted with awareness of group-guidance needs and possibilities. Teachers need to be cognizant of the potentialities of each child in his or her classes, and possessed of information needed to guide each one in the right direction. They should be alert to needs of

students for counseling and able and willing themselves to counsel, or refer the student to the guidance worker. Home rooms are conducted as group-guidance means. Assemblies are planned with a guidance viewpoint. Teachers strive to be alert to the values and opportunities in every day school happenings for guidance in the way of pupil discussion and solution. Faculty meetings are held for interchange of opinions and facts concerning students. A student council in high school acts in the form of a co-operative government. We endeavor to distribute students to subjects best fitted to them. The compilation and use of significant data in cumulative records are essential. Standardized testing, diagnosis, evaluation, and recommendation are included in our guidance department. Curricula are planned to fill the needs of students. Home visiting—for aid in understanding the individual children, for co-operation of home and school, and for whatever parental guidance may be possible—is a vital phase of our guidance program. The guidance worker is compiling in her office six-year cumulative records of each student in junior and senior high schools. The records of grade school children, six-year cumulative also, will be passed from grade to grade with the child and on his entrance to junior high, to the guidance office. These records include the following data: attendance, scholarship, I.Q., E.A., standard test scores, physical condition, interests, personality traits, achievements. Filed in the individual folders with the cumulative records are also: records of quintile classifications based on I.Q. and class achievements; psychographs showing abilities according to aptitude tests and trials; questionnaires and rating scales used; abridged case studies where needed; significant anecdotes contributed by teachers; educational and vocational plans of students; reports of conferences with students; reports of visits to their homes; any other material deemed significant for guidance. These records are available to the faculty only. The guidance director uses them as bases for counseling and for planning. The faculty has access to them at all times, and when unsought the teacher is referred directly to a needed record.

Counseling with the students—individuality, privately, leisurely, friendly—as a very interested “third party”—occupies a great part, and a most important part, of the guidance worker's time. Here is the great opportunity for individual guidance. Nothing else can take its place, but it can and must be supplemented by group guidance in its many phases and individual participation in activities.

Counseling or conferring with the parents, in home visits and parent visits to the school, is another important element in our program.

Knowledge of home conditions is essential to wise guidance of the students, and co-operation between home and school—the two most powerful agents in a child's life—is almost a necessity for effective direction. Parents are usually anxious to co-operate if they know what to do. If they think they know but are mistaken, guidance can often be given successfully by a sincerely child-interested, tactful, visiting teacher. Our guidance director is a visiting teacher and spends much time in homes. In home visiting, the guidance worker goes equipped with facts from school about every child from the home, in the grades and in high school, although the visit may be primarily about one particular child. It is a friendly visit, convincing parents of the school's desire to help the child, presenting them with the facts necessary to their understanding of achievements and attitudes of their children in school, and the need for active, intelligent co-operation of both agencies. All the while, she is gleaning factors in the home environment which are detrimental or conducive to the maximum growth of each child in the family, and "working on" the parents (always tactfully, almost always subtly) for their education. The guidance worker comes back to school and to the teachers with facts about each child in his own home setting and with plans for future handling of the case. This knowledge will make for better understanding of the child's problems and will guide to what can or cannot be expected of him in his present environment.

The better to give and recommend educational guidance, our guidance director is in charge of standard testing throughout the school. Success in school work is the most frequently found factor in the development of sound mental health and well-laid future plans; hence much time needs be spent on diagnosis of study habits and leaky spots in emphasis. "An ounce of prevention is worth a pound of cure." This applies both to subject-matter and to character. The guidance worker tries to give timely assistance to weak students needing some individual help and makes recommendations to teachers as to possible procedures, thus saving some students from failure by "a stitch in time"—if you don't mind mixing ounces and stitches.

The guidance worker is available for help in formulating home room programs, but these are not pre-arranged yearly programs. The home room teachers are free to fit their programs to their needs, to take advantage of timely incidents, to utilize pupil suggestions. A library of home room references is available. Our home room periods this year are short—fifteen minutes four days a week, with one day taken up by class business. This short time necessitates well-planned programs to accomplish the maximum results. Of course, our teachers are not always able to achieve all they wish. So many problems which could go far toward solution by consideration in various ways in a home room group present themselves during the routine of a school day. Ef-

fective use of a home room period means a definite study by the teacher of its possibilities and methods of handling various types of problems. Teachers need specific study of this phase of guidance if the time devoted to it is not to develop into worse than waste. The short periods we schedule are so for two reasons: a good teacher can accomplish a great deal in that time, and a less skillful one can waste less time. Our group-guidance activities are co-ordinated with our regular schedule, with reliance for our main guidance work on individual consideration. In the grades the guidance workers keep in close touch with the children by observation of them at work and in play, by knowledge of individual records and their progress, by consultation with teachers individually and in group meetings where individual children are discussed, by scholastic evaluation through standard testing, by home visiting. The so-called problem cases, whether behavior, scholastic, or personality, are considered first, and efforts made to determine the basic causes and best possible solutions.

The guidance worker handles the high school attendance and class admission in our school, that these pertinent facts may be immediately at her disposal. She assists the superintendent in looking for weak spots in curricula, in teaching, in planning, in the school plant. All these pertain to guidance.

A friendly, helpful spirit between guidance worker and students is being solidly built up, so that students will come to seek aid in their problems even before these problems manifest themselves to teachers. This means, of course, that students are able to realize the existence of problems, the various ways of solution, and our desire to assist in finding the best one which offers itself. In individual conferences, this is one of the ideas we try to implant.

Ideals and aims are, as they should be, always more or less beyond our realization. The foregoing explanation of guidance work in our school represents what we feel to be only a little less than we can realize. The innovation of a program involving a considerable amount of record keeping renders that program a little slow in getting started, but makes for greater efficiency in the end. Also, a measured, considered introduction of a new step is more certain to make that step a progressive one in the right direction than a hasty, careless rush which is liable to result in a mis-step. Hence, not all the phases of our guidance work are being developed to their fullest extent this year. It has been said that American children are taught more but trained less than children in public schools in Europe. We vociferously denounce much of the child training in Europe, yet we have come to the realization that our educational system, devised by the people for the people, was so devised during a prolonged frontier pioneering and aimed at instilling facts useful for making a living, not toward training the mind or character. The latter phase of education our guidance program is striving to make more articulate today.

A BIRD'S-EYE VIEW OF EDUCATION

By Ada Boyer

THE LEAST OF THEM

WE prate of the rights of children; we learnedly discuss retardation in reading; we know the I's and A. Q's; but what of the schools where children's eyes are not examined and Johnny, with eye-strain, is vaguely worrying through a miserable day?

No greater sin is committed in the name of education than that of sending a child into a schoolroom when he is physically unfit to take his place there. Some of our schools make provision for physical examination; many do not. From kindergarten to doctor's degree, eye examination and correction should precede school work.

Freddy was intelligent. He did well except in numbers. All number work was put on the board or was oral. He failed in all board work. Examination showed him very near-sighted. We, with good vision, can only imagine what a blur that blackboard was to him.

Anna went to school eight years, was an unhappy failure, miserable, sullen, cross, and in every way badly maladjusted. After wearing glasses a year, Anna is so entirely changed, one can scarcely realize it is the same girl. Today she is happy, alert, nearly up with her class, a worker, and the best helper a teacher ever had. Does society owe her a debt for the eight years she suffered?

We think that burning Joan of Arc was cruelty; we retell the story of New England witchcraft with horror; we think an auto crash too tragic to discuss; but could we by any chance be contributing to a still greater disaster if we make a child work day after day when his best efforts bring only failure? Is that nice, gentle, and humane? Has society a right to force a child to be a failure? Or is it possible we are being immeasurably cruel to subject a child to such Inquisition methods?

You think the Inquisition a black spot in history; you consider the Indians barbarous for taking scalps. What do you think of an educational era in which we force a child to stay in school, but to not make him physically capable of undertaking the task before him? Did you ever work for days with a splitting headache? Did you ever read when the page blurred and the letters jig-danced before your eyes? Did you ever bend closely to your work when each eye felt exactly as if it were a throbbing bruise?

There is a lump in my throat yet because a youngster whom I praised for extraordinary musical ability and excellence in arithmetic, looked up with a flash of tears—and he was a hard-boiled little chap—to say, "But if—I were only good—in reading—!" What could

I say? Could I condemn before him a system of education that did not even test his eyes to see if they cause his trouble? All my teaching ability had done was to arouse in that youngster a desire to read—a desire he can never appease. Talk about torture! Maybe I exaggerate, but I doubt if we could offer a greater cruelty than pitiful failure day after day while the state condemns the boy to study books.

Patrick Henry swung a vicious fist and pounded a desk as he stood up for "liberty or death". We still revere his memory. I wish there were some modern way that we who oppose this most atrocious of modern cruelties could stamp and shout and proclaim our opposition to a neglect of childhood rights.

Who is responsible for it? Blame my district? But it cannot be made a district matter. Trained nurses and physicians are too expensive. A county affair then? But by whom and how? Shall we turn to the state? Shall we blame the state for this neglect?

TEACHERS ARE RESPONSIBLE FOR THIS. We tolerate a condition that could be changed with very little effort. Many of us have pupils who have never had a physical examination. The bad boy is incorrigible to us, when perhaps he is wandering in a maddening haze of a blurred world. It is no wonder that he is bad. Have we not wisdom enough to find the physical cause of his revolt before we condemn him? Are we willing to go on teaching under such conditions? It all depends upon us. If we say nothing, accept the condition as normal, make no effort to change it, and show ourselves well pleased, then nothing will be done. We who are closest to the need must start educating the school world and the public to as dire a necessity as we have found in all our work.

Have you a Roland in your school? Roland fought everyone, kicked passing children in the aisles, and was incessantly into trouble. He—Oh, he was everything he should not have been—and both eyes were badly crossed. I told him frankly why he was bad. He had never thought that he was other than a permanent victim of Old Nick. After a heart-breaking long siege with red-tape, parents, authorities, Roland received his glasses. Presto! A normal boy!

I wish I could blaze in damning letters the unmerciful cruelty of subjecting children to such a strain. We lamented loudly over the New London catastrophe: Why moan over the dead? They are out of it. But give a thought to the unutterable cruelty of forcing a school career of unnecessary suffering upon a child. Why not burst into wails over a system which

buys books for the child but provides no way for him to gain the treasures that lie upon the printed page?

We test and retest his reading ability. And hundreds of schools still have no way of knowing if he is ready to read. We break his heart and wreck his happiness because—BECAUSE WE DO NOT CARE? OR BECAUSE WE ARE TOO IGNORANT TO REALIZE HIS NEED?

We have built huge buildings, furnished them lavishly, stressed the education of youth, forced an education upon them; we have schemed for better equipment, talked loudly of the rights of childhood. But the most valuable right of childhood is a clear vision, and that we have neglected.

Are we inhuman that we go on year after year giving the matter scant thought? Are we content that some few places with more money are taking care of such cases? Are we sitting by waiting for something to happen? Are we thinking—if we think at all—that it matters little in the course of events?

You think me radical. Have you had to beg and plead and coax, first the parents, then the child into thinking defective vision might be the cause of incorrigibility? Then after more wasted days, have you had to manage for a trip to a very distant city to an eye clinic operated by the state? Then to find that, although the family is too poor to pay the cash fee, they are not on "relief" and therefore cannot be furnished glasses? Have you ever sent a cross-eyed boy who was a very demon in the school room and who moaned because he "always saw two" to an oculist, offered to pay the fee, and had the boy returned as "not needing glasses" simply because the oculist was disgusted at the inability of the family to meet its own needs? Have you had to watch the unutterable misery in a child's face—?

I have written many articles now. Some of you have read them. But never before have I prayed earnestly and fervently that anything I could say would make you see what I have seen. Always I have tried to qualify statements, tried to see angles. But in this there is no qualification; there are no angles. **WE ARE GUILTY OF GROSS NEGLECT SO LONG AS OUR STATE HAS IN SCHOOL ONE CASE OF DEFECTIVE VISION.**

All I have written before has never mattered very much. But tonight, I do want what I say to matter, for I am hoping we will stop torturing children with daily surroundings of books they cannot read, stop torturing them with the bitterness which comes of being a failure; stop being eager to make fine schools while we neglect "the least of these."

How can such a reform come to smaller, poorer schools? We must go back in school history to see. Teachers fought for free text books because the old way was inconvenient. We stepped out boldly in favor of the new school law. We wanted better schools and we have worked with that goal in view. We have wanted better teachers, and so have worked hard to prepare ourselves.

But what have we done about defective vision among children? Where the school

nurse is not employed, a few of us who know have sacrificed and worried to get a few corrections when we need dozens. The whole blundering method is expensive both of time and money and child happiness. It takes, not days, but years sometimes to have a child correctly fitted with glasses. If you are one of those who have tried this you know all the discouragements which face each case. But that is all we have done!

Let me tell of Ann. In first grade, the school nurse recommended glasses. Her parents refused to let her wear them. She was incorrigible—such cases often are—but she was intelligent. Finally she virtually forced her parents to get her glasses. She was in the fifth grade. At least five years of torture! That is what we have done about it!

What can be done now? First, we teachers must recognize the need. At the foundation of all school changes is the realization on the part of the classroom teacher that such a condition can be bettered. Recognize in that bad boy a child who is half-wild from the necessity of peering, squinting, or living befogged. See in the maladjusted girl a condition which might be caused by eye-strain. Before you retain them a grade, before you condemn them as bad children, see that they have eye-examination by competent men. Even an intelligence test given to a child of poor vision is not accurate because he might have failed to see parts of it. If we recognize the necessity for the examination, we have made big strides. Remember: The youngster you cannot manage and the youngster you cannot teach may be victims of a physical condition which would have you heading for a nervous break-down inside a month.

Second: We need to let others know what we think of such a problem. We need to discuss the matter with superintendents who must see the need through our eyes. If each teacher could plead for examination and corrections free from time-wasting red-tape, then superintendents would awaken to the need. If you can get just one recalcitrant to a clinic and come away with properly fitted glasses, only to find a normal child, you have done much to prove the necessity of early corrections.

Third: We can gain the backing of our state association. Surely, no more important reform could be brought about by our association!

We get, for schools, those things we wish for—the things for which we see an earnest need. We need a state fund and a nurse, a doctor and a clinic in every county. We need instant corrections, not the kind that drag over years and years. We need free glasses just as today we have free text books. It is more than a bit ironic to furnish books when we do not furnish eyes to read them. It is as if we said, "Here is a fine house. You can get in only by unlocking the door. It is yours. But there is no key for you." Do you wonder that, in frantic protest, the child tries to batter down the door, or that failing, vents his spite upon everyone he meets and so becomes the "worst boy in school"?

A New Type of Secondary School*

John A. Sexson

THREE HUNDRED YEARS AGO, the Boston Latin School was founded. This school has set the institutional pattern for secondary education in America for three centuries. In the public mind the high school has always been regarded as an institution designed to fit neatly into a perfectly planned educational structure consisting of a system of elementary schools below and a system of higher education above. Professionally informed persons, such as this audience, know that this concept of the Boston Latin School, or of any secondary school at the present time, is at wide variance with the facts. The secondary school in Europe, where it originated, was designed to give proficiency in Latin so that those who had need for it could correspond and converse in a common language. By reason of its very function, its services were confined to scholars, gentlemen of leisure, and to such occasional merchants and innkeepers as found themselves involved in foreign trade.

This was the pattern of the Latin Grammar School which was transplanted to the American colonies and which became the forerunner to the institution of secondary education which we have developed here. Someone has called it the people's school with the scholar's curriculum. The main difference between the American secondary school and the European secondary school was, if anything, that the secondary school in Europe actively served a larger proportion of the total population than did the secondary school in America. To correspond and converse in Latin, which remained to a large degree the function of the secondary school even after it was transplanted to America, was obviously of less benefit to gentlemen of leisure, to merchants, or to innkeepers in America than in Europe. The sole service was to scholars who were definitely preparing for the ministry or other professional services. In fact, the whole purpose of the Boston Latin School has been simply stated as "to prepare boys for college." Not only was it a college-preparatory institution, but its services were limited to boys only. In fact, the founding of Harvard College and the establishment of the Boston Latin School were part of the same action and may be considered as a single event historically.

It is not an exaggeration to say that the American secondary school was originally nothing more than a downward extension of an institution of higher learning and, as such, was not planned to articulate with elementary education below. Moreover, there is little evidence that the attitude of those responsible for its founding or its administration had any thought that the institution was democratic in spirit or that it could be utilized as an insti-

tution for the service of large numbers of American youth. Its attitude was aristocratic, its clientele was limited, its curriculum narrow, and its spirit distinctly undemocratic.

Almost a century passed before new social and economic conditions attained sufficient momentum to bring about a change in the educational pattern. By this time, a well-to-do middle class were demanding educational opportunities for larger numbers of children than the old Latin School was prepared to serve. The academy, well known to most of the older generation, was the partial answer. The purposes of the new institution as stated by one of its Boards of Trustees was first, to give the youth an opportunity to receive a good education at home, and be under no necessity of going abroad for it; second, to qualify a number of natives to bear magistracies and to execute offices of public trust; third, to qualify a number of the poorer sort to act as schoolmasters and teach children reading, writing, arithmetic, and the grammar of their mother tongue. Here we see the beginning of the movement to universalize general education. The academy, however, reflected to a large degree the spirit of the old Latin School and could not shake itself free from the hampering traditions which, up to even this time, have surrounded secondary education. Evidence of this condition is easily discernible in any study of the curriculum of these academies, or in any survey of the student body served by them.

The third movement in secondary education was the establishment of the well-known American high school, the first example of which is found again in Boston in 1821. It is interesting to note that the founders of this new institution again stated its function in very simple language. They said that this institution would give the parents of a child an opportunity "to educate him for active life." That is, the American high school was designed to serve all parents and all children; its purpose was to educate for life rather than for a narrow and restricted phase of it. Strangely enough, even though the function of the institution was democratically stated and its services were contemplated as being available for all children, strict entrance requirements were set up and policies established with respect to scholastic requirements and a curriculum which tended seriously to limit those whom the institution might serve.

Some attempt was made to relate this new institution to the lower elementary school. In some cases, graduation from the elementary school was required for entrance. Little thought, however, was given to bridging the gap between the content of the elementary school and the content of this new secondary school. So far as curriculum content was con-

*Address given before the Divisional Meeting of Colleges and Universities, Missouri State Teachers Association, November 18, 1937.

cerned, the newly established American high school looked entirely to institutions of higher learning and not at all to the needs of pupils nor to the offerings of the lower schools. It was dedicated wholly to liberal education, to the mastery and recitation of knowledge. It concerned itself little, or not at all, with the needs of the individual outside the narrow field of the scholastics.

This, in brief, has been the genesis of the institution which we have been struggling for the last century to develop into an agency which would make education free and acceptable to all American youth. It is not necessary for me to recite the long struggle against legal, religious, local, state, and even national forces which the American people have been forced to make in their effort to establish a truly free system of public education.

For more than thirty years, to my personal knowledge, the administrators of public school systems, both elementary and secondary, but more particularly the principals of secondary schools, have struggled with the deficiencies of the established American high school. At one time it has been a problem of entrance requirements to institutions of higher learning; again it has been a problem of admission, or of bridging the gap between elementary and secondary education. All along there have been problems of acceptable scholastic achievement, of vocational education, of curriculum content, of method, of extra-curricular activities, and of a thousand and one problems too numerous to mention, but all indicative of the fundamental fact that the secondary school in America, as we have attempted to administer it, is not adapted to the needs of present day American youth and cannot be made acceptably to serve the needs of the American people.

You are all aware of the unrest and dissatisfaction that exists today with respect to our high schools. The National Educational Policies Commission made some attempt to survey the movements now under way, having for their purpose the improvement of some aspect of secondary education. A perfectly astounding number of proposals, recommendations, committees, agencies, and experiments were cataloged, ranging from minor proposals affecting limited areas of curriculum content and method to major institutional reorganization. We are all familiar with the influence of the newly instituted junior high school at the lower level of the secondary school, and while somewhat less familiar with the movement, we are aware of the significant implications of the junior college as an upward extension of the public high school, and with the general college as a downward extension of the University.

I call these two examples to your attention to press upon you the consciousness that the long-accepted pattern of secondary education is, in fact, breaking up; that we in America must shortly accept change and innovation in this area; and that we must, therefore, as those charged with the responsibility for edu-

cational administration, accept supinely a new pattern of organization for secondary education or assume responsibility for the formulation of this new pattern and direct its form, and determine its characteristics. May I point out that historically we have never been able to adjust an institutional pattern in secondary education to changing social and economic needs. We gave up the Boston Latin School and founded the academy; we supplanted the academy with the public high school; and it is my opinion and my thesis that we must now abandon the high school as it now exists in practically every community in America today, and establish in its place a new institution designed specifically to perform functions and render services which, so far, the American high school has not been able to offer.

Specifically, after all has been said that may truthfully be said in defense of the high school, the fact remains that within it we have made little or no progress in vocational education. We have made a sorry farce out of our efforts to meet individual needs and adjust to individual differences within the curricular limits of our high school. If evidence of this defect is needed or desired, which I am sure it is not, the necessity for the establishment of the CCC camps a few years ago and their present continuance is ample.

Lest evidence of this kind may not be conclusive for some of you, may I add some additional data. In a survey of the Pasadena junior high schools, made a year ago by the Director of Guidance, there were reported 160 cases of boys and girls who were, by the unanimous agreement of principal, teachers, counselors, parents, and the students themselves, totally maladjusted in their courses, completely dissatisfied with the school, and fully convinced that, so far as their needs and interests were concerned, the schools were wholly ineffective and unconscionable. This was true in a secondary school wherein far more than average progress in readjustment of the school and program had been made. By way of illustration, this school enrolled more than 96 per cent of all the students of secondary school age, while the average is hardly above 50 per cent, and an enrollment of 75 per cent to 85 per cent is abnormally high.

Some of the specific difficulties and obstacles to meeting pupil needs in secondary schools as now administered may interest you.

1. *English* as taught in the American high school with its emphasis on formal grammar and mastery of the classics is a positive barrier to pupil adjustment. The substitution of a fine reading program therefor and the integration of the whole program would go far to removing this serious barrier.

2. *Mathematics*, particularly Algebra, is an insurmountable barrier to many children. The group taking mathematics as now taught must be limited and a course of more practical mathematics provided for general consumption.

3. *Languages* as now taught cause insurmountable difficulty for many children. Obviously, the difficulty here is one of content and method.

4. Formal and meaningless exercises as are now characteristic of typing, shops, laboratories, physical education, and like courses are ineffective as learning experience and thwart any approach to pupil need or interest.

5. *General science*, when taught as an abstract sampling of the fields of science, is non-functional and makes trouble in efforts at pupil adjustment.

6. The present endeavors in such fields as music, wherein all pupils are required to seek self-expression in this one medium with no option, produces a great amount of disturbance and dissatisfaction.

7. The absence of adequate and continued guidance service leaves innumerable necessary adjustments neglected and ignored with accompanying inflexibility, lack of recognition of individual differences and serious loss to individuals and to society.

8. The continuing stress of subject matter to be covered, scholastic standards to be met, special assignments to cover work missed or not covered by the regular instruction, insistence upon homework and other pressures tend to defeat the purposes of the school as they relate to individual growth and development.

9. Teacher-pupil friction is a factor of major importance. Particularly in the early years of the secondary school, the widespread prevalence of this condition indicates a lack of that understanding of child nature on the part of the teacher essential to satisfactory meeting of child needs.

10. The need of children for a feeling of security; for a sense of "belonging" to the group; the consciousness of serving the group acceptably. These needs are not met. In fact, the pressure for formal compliance with adult-imposed standards of behavior and response destroys such reactions. The depreciation by the faculty and adults of the informal contacts of students with students and with teachers, and in the enlarged social program outside the school is a serious barrier to meeting these needs.

11. There is wholly inadequate attention given to how to study, what to study, and the effective use of new devices of education such as radio, motion pictures, sound pictures, the press, current literature, forums, etc.

12. There is serious question whether the present program of physical education builds enough of muscular development to offset the emotional disturbance occasioned by many of the situations developed.

13. The present basis of and reasons for "required courses" needs reinterpretation.

14. Pupil participation in the formulation of school policy seems advisable at least to the extent necessary for some rationalization of the involved situations. Pupil understanding

of school policy is necessary for a satisfactory acceptance of these policies by the student.

15. Finally, there is need for an interpretation of school for students; a personalization of the educative process to the end that the growth and development of students along socially creative lines shall be furthered. If this is not done, the school is to that degree non-functioning.

These obstacles to an effective program of public education, adapted to the needs of all children, might be extended indefinitely. No effort has been made to produce a complete, or even a representative list. These are culled at random from core studies made of failing students. They are symptomatic of deep-seated defects in the present secondary school. They are to be found in every secondary school in America. The tragedy lies in the fact that so many secondary school administrators, supervisors, and teachers are oblivious to them.

My city has broken with tradition. It has abandoned the traditional American high school in toto. The high school, as you know the institution, has been supplanted by an eight-year secondary school beginning at the seventh grade and terminating with the fourteenth grade. It is organized into two four-year units. The lower unit consists of grades seven, eight, nine, and ten; the upper unit of grades eleven, twelve, thirteen, and fourteen. You would blind yourselves to the salient features of the set-up if you thought of the lower unit as a typical junior high school or the upper unit as a typical junior college.

The lower unit is now definitely a preparatory unit, not a terminal unit. No student contemplates leaving school at the end of the junior high school and none do. The average pupil completes this unit at about sixteen years of age—two years of enforced school attendance are still before him, and he necessarily enters the upper unit. I do not need to point out to you the "holding power" of this situation. Despite the fact that the student at the end of the lower unit has for all practical purposes completed the required courses or their equivalents of the traditional high school, the student must face the choice of one of two programs and pursue it for at least two years. At the end of this time, the student finds himself at the mid-point in a four-year course—within two years of graduation and a diploma from an institution with a prestige equal to, if not greater than, that of most of the smaller four-year colleges.

If the student chooses a program of general education such as one entering a four-year college must choose, he will, at the end of two years, have entered upon several fields wherein major interests are likely to have developed. Few students voluntarily abandon college at the end of the sophomore year, and far fewer leave our upper secondary school at the end of the sophomore year which corresponds to the twelfth year in the traditional high school. The percentage of our secondary students now

graduating from our fourteenth year compares favorably with similar percentages for the twelfth year under the traditional organization. If, as in the case with more than 60 per cent of our students, they elect technical rather than general education and plan that upon graduation they will enter upon employment, they are far less likely to leave school at the twelfth year, half prepared for employment than if they have elected general education and contemplate college or university experience. The integration of student life and the educational program in these two four-year units of secondary education has to be seen to be appreciated. The vast difference in the educational program and the students' educational experience with the program is convincing evidence that reorganization was clearly indicated and that this particular innovation has intriguing possibilities. The most basic concept of this plan, usually called the 6-4-4 plan, is the frank recognition of the fact that the needs of youth cannot be met in a four-year secondary school embracing grades nine to twelve inclusive. Further, an equally frank recognition of the fact that the thirteenth and fourteenth years, those now embraced in the two-year junior college movement, are, in reality, secondary in character and, therefore, logically belong with the high school and not with the college. They should, therefore, be attached to and organized as a part of the public school system and not as a part of the system of higher education.

President Hutchins of Chicago has stated the case for this organization as follows: "We have already noticed that the high school cannot be regarded as merely preparatory to college. Economic and social developments prevent it from being longer regarded as terminal. The period of public education for ordinary youth must be extended by at least two years, since ordinary youth will not be able to go to work until about his twentieth year!"

You now have the picture of an educational pattern for the organization of public education that differs entirely in philosophy, purpose, and method of attack from either the high school or the college. The proposal is not one that the high school shall take over two years of college work, but rather that the period of secondary education shall be raised from six to eight years beginning with the seventh grade and extending through the fourteenth inclusive. The extension in time being made to permit the American public school to meet fully the educational needs of youth between the ages of twelve and twenty. You have, then, the picture before you of a continuous institutional pattern for secondary education covering eight years and offering opportunity to do an educational job on a wholly new basis and with unlimited possibilities for devising real solutions for some of the problems reported above. More than 60 per cent of these students are definitely not going further. Their education is to be effected and completed within one situation, one

school system, one supervisory unit, one curricular prescription.

All issues of entrance requirements, gaps, duplications, repetitions, poor preparation and badly selected or badly mastered fundamentals are eliminated. There are no more alibis. Either we can serve these children and meet their needs or we can't. Time does not permit me to discuss economy of operation, maintenance administration, etc. It may be said in passing that we have achieved the lowest per capita cost per unit of a. d. a. in California and with this statement this phase must be dismissed. From the standpoint of public support and approval, it must suffice to say that the community has spent over five million dollars for plants and equipment, over two million of which was voted at the height of the depression. Enthusiasm for the plan is most gratifying. From the standpoint of the students, it can only be said that eight hundred come from outside the district, and more than three hundred from outside the state although no dormitory facilities are provided and no effort is made to house, supervise, or in any way encourage such attendance.

May I conclude with a brief deference to the educational program in these new secondary schools. It is not too much to say that the philosophy and the pattern of these schools varies significantly from those of the typical secondary school. First, and most significant of these differences, is the point of view of administrators, supervisors, and faculty. For the first time in the speaker's experience, the approach is genuinely in terms of the growth needs of the individual. There is, without question, an acceptance of the democratic, social philosophy demanding that the program be based on the possibilities, potentialities, and effectiveness of the individual in solving social problems. To this end and for these purposes, the goal of the whole secondary program is the best possible growth of the individual in all aspects of his development. In these two fundamental concepts you have the solution to thousands of vexing problems of personal adjustment for pupils and a sound basis for guidance with respect to curricular content and selection.

Add to this the acceptance by the staff of a psychology of learning that recognizes that:

1. The individual student is a growing, developing being bringing into each situation, new or old, a unique and complex personality, with which an effective adjustment must be made.
2. That training or adjustment takes place most effectively when the individual is purposefully engaged in working toward self-determined goals related to individual problems, interests, and needs.
3. That unsatisfied needs result in emotional blocks that prevent effective learning. Unhappy, thwarted, insecure, and troubled students do not achieve satisfactory results in school or out. Unless satisfactions are experienced in connection with an individual's

experiences, that individual will not, cannot make, satisfactory progress toward desirable goals.

A major portion of the time of the staff in our secondary schools is devoted to the study of the growth needs of children, evaluating the curriculum in terms of its contribution to the satisfaction of these needs and in guiding pupils toward those experiences most likely to satisfy these needs. Our slogan is, "Develop the *whole* person." We attempt to guide every individual toward the acquisition of behavior patterns which are so meshed and geared together that they function freely and effectively—without friction. We seek to avoid the Dr. Jekyll and Mr. Hyde type of split personality—the individual that at one time exhibits one set of behavior patterns; at another, another. We seek to eliminate mental travail and worry due to thwarting, insecurity, and

lack of unification of mental life by developing social habits and affiliating the individual with the group, and thus to make him share with others the purposes, goals, and outcomes of the school. It becomes his school. He helps determine its purposes; he contributes to its program; he cooperates in its conduct; he is identified with its autonomy.

At a recent conference, a committee faced realistically the problem of setting up an educational program designed for the education of the *whole* person. The report of this committee is briefly presented as an example of our approach to the curricular problem in secondary education. Doctor Nicholas Ricciardi of San Bernardino was chairman of the committee and the materials are used with the permission of a member of the committee.

Such a program, if attempted, will demand

| EDUCATION OF THE <i>WHOLE</i> PERSON | | | |
|---|----------|------------|------------|
| Basic Activities | | | |
| Time—38% | | Time—62% | |
| Home | Church | Career | Recreation |
| Purpose: The purpose of education is to develop the <i>whole</i> person so as to enable him to live usefully and happily. | | | |
| Principles | Research | Procedures | Evaluation |
| Develop desirable behavior patterns through | | | |

| I | II | III | IV |
|---|---|---|---|
| Physical Arts | Cultural Arts | Civic Arts | Occupational Arts |
| Healthy Individual | Intellectualized Individual | Socialized Individual | Vocationalized Individual |
| 1. Health Problems Diet Colds Sleep Breath control Voice Carriage Sex relationships 2. Games Tennis Golf Badminton Handball Wholesome Recreation 3. Dancing Grace Poise 4. Swimming 5. Automobile Driving | 1. Home Relationships Mathematics Economics Sociology Psychology 2. Home Art Landscaping Interior Decoration Personal adornment 3. Home Music Radio Programs History & appreciation of music 4. Survey of Literature Standards for making discriminating appraisals 5. Survey of Sciences Scientific standards, values, & attitudes 6. Survey of Social Sciences Application of scientific attitudes to human affairs 7. Foreign Languages More sympathetic understanding of foreign civilizations | 1. Governmental Structures and Functions Rational understanding of both 2. Duties, Rights, and Responsibilities of the Citizen More efficient in discharging national, state, and local civic obligations 3. Contemporary Affairs More intelligent interpretation of public affairs Panel and forum discussions | 1. Modern Industrial Order Vocational information Educational and vocational counseling 2. Technical Training for Specific Occupations Better preparation for gainful employment 3. Training in skills for specific Occupations Better preparation for gainful employment 4. Placement and Follow-up More advantageous entrance to gainful employment Better opportunities for careers in specific occupations |

COMMITTEE ON EDUCATION—Dr. Nicholas Ricciardi, Chairman

new principles of evaluation. Any attempt to remake secondary education which is accompanied by the continued use of present day standards as measured by present day standardized tests and evaluated in terms of college entrance and success is doomed to failure from the outset. Time does not permit discussion of this problem of evaluation, nor am I competent to develop the subject. May I conclude with a plea for a concerted drive to evolve and apply more humane standards in our evaluation of pupil experience in our secondary schools. The tragedy of failure at this stage of the individual's life is one of the most alarming aspects of the whole problem of maladjustment in our modern society—wherein there is admittedly a tragic amount of mal-

adjustment and thwarting of all those factors essential for the happiness of our people.

I have no quarrel with subject mastery, with exact and ample knowledge, with adequate skill and effective technique of scholarship. These are needs as well as interests for a portion of our people. They do not, however, satisfy the needs of all. They are not the sole needs of any individual or of any group. It is, therefore, for the enrichment of the secondary school that I plead—for its extension as an agency of service to an increasing number of youth in a hope—as some even now declare—a necessity for all who are to live and to contribute to the economic prosperity and the cultural advancement of a truly democratic society.

Being a Regular Teacher

Earl L. Bedell, Director of Vocational Ed., Detroit

TO BE A REGULAR FELLOW is the ambition of every girl, of every boy, and of every adult. Most of us do not want to be conspicuous. We want to wear straw hats when others are wearing them. Most of us feel quite uncomfortable if we are singled out for any sort of special attention. Most of us are happiest when we are the inconspicuous member of the group, wearing about the same kind of clothes, participating in the same amusements, belonging to the same political parties.

Established Order

Those who break away from the established order of things do stir our imagination and excite either our admiration or our damnation. Our interest is aroused by pioneers who break away from established communities and explore new frontiers; political and social reformers set up new procedures in government; scientists and research workers break down the superstitious beliefs of centuries. It is a matter of common observation, however, that it is very difficult to be considered a regular fellow, unless you stick with the established order of things and do your thinking according to the established standards. Things as they were are usually more or less comfortable. You and I happen to belong to the group who have broken away from established curriculums and are busily engaged in setting up, and formulating new plans in educational procedures.

I. PLATITUDES

Much of what I say today may tempt you to label it just a lot of platitudes. It has been said that a platitude is a good and great idea from which all productive life has departed. If I succeed in putting some small degree of vital life into some old and lifeless ideas—then perhaps you will generously abide with me for a few minutes.

*Delivered before Division of Vocational Training, Thurs. P. M., Nov. 18, at St. Louis Convention of M. S. T. A.

For purpose of clarity it may be well to explain that this discussion concerns teachers of agricultural, commercial, home economics, industrial, and distributive education. We shall seldom differentiate between those whose objectives are to contribute to the general education of all boys and girls and those whose objectives are definitely vocational. With your permission, I shall refer to the entire group of teachers as practical arts teachers, and to all the subjects, as the practical arts subjects.

II. THE SPECIAL TEACHER

In one of my home newspapers there is a daily column entitled "Turning Back the Pages," and there is one paragraph entitled "100 Years Ago," and one "50 Years Ago," "25 Years Ago," and "10 Years Ago." The incident I am about to relate comes under the "25 Years Ago" heading.—I had been in that particular elementary school building two or three months, and I had become aware that I was not being asked to attend the regular teachers' meetings conducted frequently by the principal. So at the next call for a teachers' meeting, I went to the office to find out why I was not invited. He (it was a man) picked up some notes and began to go through them, reading aloud "new course of study in 7th grade arithmetic," "spelling," "an auditorium program for parents," then he shook his head and said, "No, I don't see any reason why you should be there. There is nothing of interest to you."

Ichabod Crane—A Caricature

In our literature there occurs time and time again, some reference to the American school teacher. It is not our purpose today to reiterate the history of American Education—glorious and lofty as such a history would be. Washington Irving in his tales of Sleepy Hollow created that famous character, perhaps I

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should say caricature of the American pedagogue, Ichabod Crane. Like the "Tin Lizzy of the early 1900's," we have survived all the stories—all the caricatures and jokes, and today we are important factors in a world of affairs. Even though like the mighty ships that sail the seas, the feminine pronoun is used to designate us all as a class.

Not A Regular Teacher

The ideas I am presenting today have been in process of development since that occasion 25 years ago. You know it sort of got under my skin. And the longer I thought about it, the more I became concerned about all the implications contained in the remark of that elementary school principal. Until that moment I had been under the impression that I was a regular teacher. I had assumed that I was contributing to the education of the whole child. The use of tools and materials were my media, but spelling, arithmetic, ethical character, health and safety were never neglected when the occasion made the need evident for emphasizing other skills than those required specifically in my shop course of study. Yet here was a principal who told me that the problems of general education could not possibly interest me.

The episode which emphasized the fact that I was not a regular teacher made me more observing. A little analysis immediately made me aware of some special dispensations, which the administration had made concerning the practical arts teachers. There was at the time a dual salary schedule, one for elementary, and a higher schedule for secondary schools.

Size of Class—Certificates

The practical arts teachers were on the secondary school salary schedule irrespective of school division. I was getting more money than the other teachers in the building. Another condition emphasized the fact that I was a special teacher. An elementary school had about 40 to 50 pupils in a home room, with one home room teacher in charge. When these pupils received their instruction in the practical arts subjects, the section was divided—the boys going to the shop, the girls to the home economics laboratory. Thus the practical arts teacher had 20 in a class in contrast to the home room teacher with 40. Further investigation revealed that many of my co-workers in the practical arts education were teaching under the permits of "special certification." Generally these certificates were issued to persons with a minimum of academic or professional qualifications, while the regular teachers were generally required to meet uniform academic requirements. The reason for the special dispensations is readily understood, but my purpose is to show what goes into the making of a special teacher.

Continuing my observations, I discovered that several—at least three—teacher training institutions were specializing in the training of practical arts teachers.

Special Budgets—Special Funds

A little research work into the manner in which practical arts work was established in the community shows that it was introduced by special Board of Education action, special budget allocations, special supervisors, and special administrators. And today, certain phases of practical arts education hold the distinction of having been defined by the Congress of the United States, and further stands out as a special service by being directly reimbursed from the Federal funds and supervised by Federal agents.

So my friends, we might as well admit the charge—we are special teachers, teaching special subjects under special dispensations.

III. PROFESSIONAL RELATIONSHIPS

If we may assume, then, that by conditions over which we have had little control, we have been forced into the category of special teachers, then it would seem self-evident that our relationships with other teachers, engaged in other fields of education, is a matter of considerable importance. If perchance the idea should gain credence that because we are special teachers we require a whole series of special dispensations, then we stand to arouse among our fellows suspicion that our motives are selfish. We may irritate by vaunting our privileges, and force even our would-be friends to assume a defensive position against us. In order to guard against such an attitude, practical arts teachers must be careful not to withdraw too much into special minority groups.

Cooperative Relationship

It is necessary, absolutely necessary, for us to organize into groups for our special brand, type, or phase of education. But one of the main purposes of such an organization should be to promote a degree of cooperative relationship between the special group and the large group to which we all should belong and should support. And if you will rationalize just a little on this, it will become a reasonable objective.

Leaders Promoted Special Education

Great leaders arose some 25 years ago to proclaim the need for a special kind of education that had been sadly neglected. To men like Selvidge, Prosser, Allen,—and I could prolong the list—we owe a debt of gratitude. They promoted a special type of education, a special teacher, and special laws. But our purpose today is to emphasize the consolidation of all our teachers into one group with a single purpose.

The Commercial Teachers, the Home Economics Teachers, the Industrial Arts Teachers, the Agricultural Teachers do have special problems. There is danger that in seeking the solution to the special problems, the larger and more important problem of developing a fully rounded program of public education might be jeopardized. Therefore, the practice of making close, inter-locking tie-ups be-

tween the special groups and the State organizations is to be highly commended.

Special Teacher Sees Whole Objective

Perhaps the time has come when the special teachers should direct more effort in the direction of promoting education in its entirety. After all, the purpose of education is to fit all our people to live happy, useful lives in the social order. The Regular Teachers of the future will be the ones who contribute most effectively to the whole plan. The classical schools contributed in an admirable way, but their experiences should teach us that any narrow contribution is undemocratic.

No Promotion at the Expense of Others

The special teachers will become regular teachers when professional relationships are established with and among all other teachers. To promote our special brand of education at the expense of any other is, indeed, a short sighted policy.

The Regular Teacher has the wider horizon.

IV. PROFESSIONAL STANDARDS

College Degrees

Any discussion of standards will lead to the consideration of college degrees. The value of a college degree bears the same relation to the professional standards of teachers as it does to that of any individual in any walk of life. A college education should very greatly improve one's effectiveness as a citizen. You can evaluate that as well as I.

Much confusion concerning a basic understanding of the professional standards of a teacher has resulted in a very much garbled point of view. To rationalize, what at first may seem divergent points of view in regard to standards, is not so difficult as it may seem.

Skill Essential

The Practical Arts Teacher—agriculture, commerce, craft trade, industrial arts, home economics, must have acquired command of the fundamental skills in the area of his instruction. Those teachers—in Michigan—who are attempting to teach a skill which they, themselves, have not mastered, have brought down upon us—in Michigan—some well deserved criticism.

Then we must consider the skilled artisan—a cook, a dress maker, a tailor, a tool and die maker—as a teacher in our schools. Any reasonable philosophy regarding the function of public school education immediately brings us up sharply to consider the axiom—"to contribute to the education of the whole child." May we conclude that a special teacher will serve best, who has as much as possible of both—that is, craft skill and cultural education.

We must recognize relative values. The teacher of plastering must be a master of that craft. In a trade school the craft skills are of primary importance. Perhaps our democratic system of education will produce plasterers with a broad cultural education for the generations to come. In the meantime, let us not jeopardize the craft trades by setting up artificial standards, which they are unable to meet.

In Detroit there is a super maximum salary schedule to which teachers may be promoted on merit. One requirement has been a Master's Degree. Recently the recommendation was made that, so far as teachers in vocational schools are concerned, the Bachelor's Degree when held in addition to a "Smith-Hughes Certificate," shall make a vocational teacher eligible for promotion to these super maximums.

Graduate Degrees

There has been a general trend towards Master's Degrees for all teachers in the field of secondary education. The highest academic standards required of school teachers has been a progressive demand over the past decade. It was but a few years ago that a college degree was considered superior credentials for a teacher. The matter of academic attainment in relation to the certification of teachers has led us into many confusing situations. The Master's Degree was conceived originally as a recognition for purely academic attainment in the arts and sciences. This concept has slowly given away, until graduate degrees are now conferred for attainment in almost any line of endeavor.

Many of us have felt that our energy should be expended for the purpose of improving our techniques and skills in the subject matter for which we are responsible—that is, the thing we teach. In order to get a Master's Degree, it was necessary to study in fields not directly related to the subject which we are teaching. Because graduate study did not function directly, many practical arts teachers have belittled its value. However, it is just another situation in which our group must make a decision, namely:

- I. Shall we set out to break down the requirements for higher degrees, so far as they concern practical arts teachers?
- OR
- II. Shall we fall in line and exert our influence in the direction of modified programs in the colleges?

(Colleges have gone a long way in modifying the program of studies by which practical arts teachers can acquire a graduate degree.)

The Value of a College Degree

It is my personal opinion that the acquiring of college degrees has contributed more to the upgrading of practical arts education than any other single factor in our growth over the last twenty years. Now, why is that? Well one result has been the opening of all gates; the breaking down of artificial barriers, which stood between the practical arts teacher and the advancement in the profession of teaching. The teacher with a college degree is accepted among the conference groups in other fields of education. College training does develop a person's ability to conduct himself in a satisfactory manner in cooperation with other people and groups. The teacher with a college degree is eligible to promotion to supervisory and administrative positions in most school systems, provided

other qualities are satisfactory. Therefore, it is my conclusion that the energy teachers have been using to be different, that is to defend themselves against getting a college degree, could be expended in getting a degree. And then the miracle happens!

That is just another step in the direction of making us regular teachers.

In-Service Teacher Training Courses

Teacher training courses operated under the vocational plan are acceptable in most teacher training institutions as credit toward a college degree. In many trades the school workers have been recruited from the ranks of those below high school graduation. Therefore, it is necessary to turn to journeymen mechanics with less than a high school education in order to recruit our trade teachers. In Detroit this seems to be true in the Building Trades School. In the metal working trades, however, we do not have a single teacher who does not have a college degree; and they were all recruited from journeymen mechanics. My observations convince me that where the college is an impractical requirement, it is very practical to encourage all trade teachers to go just as far as their education will permit with educational programs beyond the scope of their own skills.

School authorities are continually asking for teachers with practical experience. We like to recruit our commercial teachers among those who have had practical office experience. The industrial arts teachers are better teachers if they have worked in an earning situation long enough to have considerable familiarity in at least one industry. Nevertheless, practical arts teachers in those programs where the purpose is general education must be aware of the fact that they are hired to teach boys and girls, and not to teach vocational skills. Accepting this trite statement, practical arts teachers in general education programs, therefore, have no excuse for any separate dispensations in regard to additional standards. We don't want to be special teachers—we want to be regular teachers. Therefore, we must accept the standards imposed on others in our profession.

V. COMMUNITY RELATIONS

The practical arts programs are under public scrutiny perhaps more than any other division of the public school system. Setting up relations with various agencies in a community is perhaps the most confusing problem that confronts the practical arts teachers. The whole technique of establishing community contacts is a particularly vital problem for the supervisors and directors of strictly vocational programs. In fact, experience indicates that there can be no program of vocational education that is not built on a cooperative relationship with the industries in the community.

I am inclined to believe that not only the practical arts programs for general education,

but all other programs in our educational plan, should represent a cooperative endeavor with the community. Perhaps schools and school teachers have too often set themselves apart and have not taken their clientele along with them. Someway, somehow, parents must be informed concerning the programs in our schools. Is it possible that we have neglected to familiarize parents with our programs to the extent that they will look upon us as essential to the welfare of the community?

In passing, I want to mention a few devices or techniques which are being used to good advantage in improving our relationships with the community:

The Conference

Have you invited in a group of interested people—a group who are competent and experienced to advise in regard to your proposed school program? If there be any practical arts teachers who are not familiar with the conference method of getting information and advice from a group of qualified persons, may I suggest that a very effective technique is being neglected. You will soon establish yourself as an important individual, if you learn to conduct conferences.

Join Clubs

Affiliating with organizations in your community, whose objective is the general upgrading of the social and economic life of the community. Noonday luncheon clubs are potentially very effective instruments through which teachers may work. The presence of teachers among these representatives of the varied life of the community will have a most beneficial effect on both the teacher and the club.

Associating With Organizations

In many communities there are industrial and commercial groups of business men whose objectives are the promotions of their particular line of business. Commercial teachers might find it valuable to associate with commercial organizations; agricultural teachers with agricultural associations; teachers of the various building trades should associate with their respective organizations; etc. The willingness of teachers, and I might add, the ability of teachers to meet the citizens of a community, will tend toward making the teachers regular fellows.

The Joint Committee on Apprenticeship

The joint committee on apprenticeship has proven to be a very effective device for bringing the employers, the craftsmen, and the schools into a cooperative procedure. The vocational teacher must establish himself as a regular teacher with employers and craftsmen if any industrial education program is to succeed.

The Welfare of the Boy

Just an aside comment among ourselves:

Last Thursday evening I sat with our "Joint Committee on Plumbers Apprentices." There sat around the conference table representatives

from organized labor, representatives from the Master Plumbers' Association, and our co-ordinator. I heard more direct reference to the welfare of the boy, more concern about the ultimate attainment than I have heard in any teachers' meeting.

Just analyze my message today. The whole emphasis is on the teacher. What does the "Good Book" say about "saving his own life"? Perhaps the plumbers suggested to me to "save boys" and and the school teachers will be saved.

VI. THE INTEGRATED PROGRAM

I have chosen to discuss this phase of being a "Regular Teacher" under the head "The Integrated Program." Webster defines "integrate" the adjective:—"composed of several parts which together make a whole." That is exactly my emphasis, viz.—"to make a whole." I shall enumerate some separate parts that have made practical arts teachers into regular teachers—that has brought them together with other teachers to make a whole.

Withdrawal of Special Privileges gave the Practical Arts Teachers all of the regular privileges. Practical Arts Teachers have been promoted to almost every possible position. There are principals in large numbers, counselors, and heads of departments.

Our Practical Arts Teachers are welcome members of our Detroit School Men's Club.

The social order is divided, and will be for a long time to come, into two opposing factions: "The Have's"; and the "Have Nots". The acceptance of public education as a function of democratic government was early established in this country. The kind of education to be dispensed has, and always will be a matter of opinion. However, the first brand to become firmly established was the academic, classical, college preparatory brand, that is, so far as secondary education is concerned. That placed us, the Practical Arts Teachers, in the category of the "Have Nots". At least other supervisors and administrators, and teachers had the books, the class rooms, and a plan.

No Financial Discriminations

In Detroit there are no special contracts for special teachers. On the pay roll there is no distinction—the names appearing in alphabetical order. In making up our annual budget there is no special grouping of practical arts teachers except as accorded to all teachers, namely, by administrative divisions, elementary, special education, intermediate, high, technical and vocational, and college. This procedure built up over a period of 40 years may have been significant with its effect on the *Public Mind*, because not in one single instance was practical arts education cut more than other divisions during the hard years of financial difficulties.

The development of the intermediate school in Detroit, brought to the teachers of practical arts education a new experience. These schools were organized on what is known as the homeroom system. Each morning each teacher meets his group of about 35 or 40

pupils for a 30 minute period called the homeroom period. It is necessary for every teacher in the school to assume responsibility for a homeroom. The usual organization in a Detroit intermediate school requires the services of ten or twelve teachers of the various practical arts subjects. Therefore, these teachers found themselves by virtue of this organization responsible for a homeroom. It was a new experience for many of them to have in their classes both boys and girls. It was still another experience to find themselves in charge of the counseling and the programing of these students. They also found that they had to solve the problems of the pupils in their relation to other teachers. It was their duty to meet the parents and answer their questions. In other words, a homeroom teacher has the full responsibility for the entire school life of the pupils under his control.

Immediately that this organization was put into effect, the idea that a teacher of the practical arts was a special teacher gradually began to fade away and these teachers began to be looked upon as regular teachers.

Shift in Elections in High Schools

Consider the comprehensive or neighborhood high school. Just a few years ago the classical curriculum dominated; the teachers of the classical languages, of formal mathematics, of literature, and grammar dominated the whole high school plan. Now there is a shift of student elections from the academic and classical programs to the practical arts programs. This shift is an embarrassing situation to some school administrators. In industry we talk about technological change—that is, the changes which industrial and mechanical progress have had on occupations; oil station service men now work where formerly stood the village smithy. In the field of educational administration, we find the shop teacher, the home economics teacher, the agricultural teacher, the commercial teacher, and the distributive occupations teacher occupying space in our public schools formerly occupied by teachers of Latin, Greek, and formal mathematics.

Without analyzing the forces which have brought the comprehensive high school into our educational plan, may we point out that the practical arts subjects are more generally accepted as regular high school subjects, which in turn places the practical arts teacher in the category of being a regular teacher.

And so the many parts which make up the professional life of our teachers have been brought together to make an integrated whole, professionally, socially, and may I add economically.

For Better—For Worse.

VII. IN CONCLUSION: THE SPECIFICATIONS FOR A REGULAR TEACHER

May I state the specifications for a regular teacher:—

The regular teacher must have a philosophy of life, a series of guiding principles. The glory that is in America, lies in the rugged

individualism of its citizens. There must be no "mass mind" in our America. Thus the regular American school teacher must be capable of solving problems in our complex political, social, economic, and religious life. The American teacher must transcend the narrow confines of any subject in our curriculum. The regular teacher must have understanding that is broader than any particular group of technical or vocational skills.

The regular teacher will ask for no special dispensations at the cost of some other teacher or group of teachers. Neither will he evade or shy at professional standards which are

formulated to raise the service level of our profession.

Insofar as the special teacher has a special function to perform, he will defend the program which permits those functions to be performed most effectively.

And finally:—

If - if - if

The teacher can keep a level head and promote a special program to the end that a special service shall have been rendered, then my friend, that teacher will represent the specifications of the "Regular Teacher."

Classification List Educational Department, 1938 Missouri State Fair

The following is a tentative classification list for the Educational Department, 1938 Missouri State Fair. The complete *premium* list will be available sometime after the first of the year and may be secured by writing Mr. Charles W. Green, Secretary of the Missouri State Fair, Sedalia, Missouri.

The rules and regulations governing the entries for this classification list will be published in the regular State Fair catalog. IT IS VERY IMPORTANT THAT THESE RULES AND REGULATIONS BE READ CAREFULLY BEFORE THE ENTRIES ARE MADE. The entry list for 1938 promises to be a large one and it becomes necessary for these rules to be adhered to.

Section A

RURAL SCHOOLS

The term "Rural School" is used to represent the eight elementary grades of any school under a three-director organization. One-room schools in consolidated districts will exhibit their work in Section B or C. Only one entry from each county in all classes is permitted in this section, except where a school or schools enter independently as a unit and there is no regular county school exhibit represented.

AGRICULTURE

Class

- 1 Set of 4 posters illustrating any unit of study in agriculture outlined for the year 1937-1938.
- 2 Chart or booklet illustrating different Missouri crops and soils.
- 3 Chart or booklet illustrating different Missouri farm animals.
- 4 Chart or booklet illustrating different methods of farming.
- 5 Agriculture notebook covering work of the year.
- 6 Class project in agriculture.

ARITHMETIC

Class

- 7 Collection of at least 10 arithmetic papers by not less than 5 pupils representing the work of at least 5 grades in the school. Each paper should contain at least 3 original concrete problems with solutions. Work should be neat, accurate and correctly placed on the page.

- 8 Collection of not less than 4 individual charts showing improvement in fundamental processes. Grades 1-8.

- 9 Posters or booklets showing the development of a unit of work in arithmetic. At least five grades should be represented in this work.

FINE ARTS

(Art, Music and Classics)

Class

- 10 Finger painting, grades 1-2.
- 11 Collection of free-hand pencil drawings from grades 3-8.
- 12 Group of four-border or surface designs in color. Any medium.
- 13 Group of 4 posters showing harmonious use of color in house furnishing.
- 14 Group of at least 3 posters showing harmonious use of color in women's (girls') and men's costumes.
- 15 Collection of not less than 3 nor more than 6 mechanical toys.
- 16 Collection of woodwork from one school, not to exceed 6 pieces.
- 17 Collection of hand sewing from one school, not to exceed 6 pieces.
- 18 Exhibit of clay modeling or soap carving to illustrate some lesson unit, grades 1-4.
- 19 Collection of water color pictures representing the work in grades 3-8, at least 2 from each grade.
- 20 Set of at least 4 picture study booklets based on the 12 pictures selected for study in 1937-1938.
- 21 Set of 4 illustrations of some story read during the year. Any medium, grades 1-4.
- 22 Set of 4 illustrations of some story read during the year. Any medium, grades 5-6.
- 23 Set of 4 illustrations of some story read during the year. Any medium, grades 7-8.
- 24 Best collection of pupil-made rhythm band instruments.
- 25 Best collection of four music notebooks.
- 26 Best poster of the instruments of the orchestra.
- 27 Best created song (both words and music to have been created, copied and sung by the children).
- 28 Best created rhythm band arrangement (tune created, arranged and played by the children).

ELEMENTARY SCIENCE

Class

- 29 Collection (in poster, booklet or notebook form) of Missouri wild flowers, giving name, locality where found and short description of each.
- 30 Collection of leaves showing Missouri trees.
- 31 Collection of wood showing Missouri trees.
- 32 Collection (in poster, booklet or notebook form) of pictures of Missouri wild birds, giving short description of each, habits and where found.
- 33 Collection (in poster, booklet or notebook form) of pictures of Missouri wild animals, giving short description of each, habits and where found.

- 34 Collection of 3 models showing fundamental principles of mechanics (e. g., practical application of lever, block and tackle, electric bell).
- 35 Exhibit of complete unit of work in elementary science.

LANGUAGE ARTS

(Language, Reading, Writing and Spelling)

- Class**
- 36 Illustrated poem studied in C Class. Poster or booklet. Any medium.
- 37 Illustrated poem studied in B Class. Poster or booklet. Any medium.
- 38 Illustrated poem studied in A class. Poster or booklet. Any medium.
- 39 Original poem of not fewer than 8 lines.
- 40 School paper, all issues.
- 41 School diary.
- 42 Collection of 4 "Good English" posters.
- 43 Collection of compositions containing an article on each of the following subjects: Plans for beautifying your school yard; Favorite author or book; Humorous event at school; A thrilling experience; Value of good health.
- 44 Collection of 4 types of letters (e. g., business, friendly, formal and informal notes). Grades 5-6.
- 45 Collection of 4 types of letters (e. g., business, friendly, formal and informal notes). Grades 7-8.
- 46 Collection of 4 reports of best books read during the year. Each report not to exceed 3 pages.
- 47 One booklet to show illustrations of 5 books read during school term. Books to represent the 3 divisions of pupils' reading circle.
- 48 Class project in reading. Grades 1-4.
- 49 Class project in reading. Grades 5-8.
- 50 Class project in spelling. Grades 1-4.
- 51 Class project in spelling. Grades 5-8.
- 52 Exhibit of a complete unit of work in language arts.
- 53 Collection of 10 complete writing lessons containing not less than 10 lines nor more than 20, selected from the work of at least 4 grades.
- 54 Display of manuscript writing for grades 1-2.
- 55 Chart or poster showing improvement in penmanship. At least five grades represented.

SOCIAL SCIENCE

- Class**
- 56 Set of 4 illustrations of some subjects studied this year (e. g., transportation, homes of different people). Any medium, grades 1-4.
- 57 Set of 4 posters illustrating any phase of civic improvement. Grades 7-8.
- 58 Story telling what your school have done to make better citizens. Any grade.
- 59 Series of at least 4 illustrations showing historical events or periods studied during the year. Any medium, grades 5-6.
- 60 Series of at least 4 illustrations showing historical events or periods studied during the year. Grades 7-8.
- 61 Series of illustrations representing people and life in countries studied this year. Any medium. Grades 5-6.
- 62 Series of illustrations representing people and life in countries studied this year. Any medium. Grades 7-8.
- 63 Set of at least 4 posters illustrating Health Rules, Six and Nine-point children or School Sanitation.
- 64 Collection of 3 Health notebooks containing notes, pictures, illustrations, clippings, health stories, menu for hot lunch in rural schools, etc.
- 65 Collection of 3 notebooks containing pictures, illustrations, clippings, health stories, etc., on sanitation in the school and in the home.
- 66 Exhibit of a complete unit of work in social science. Grades 3-4.
- 67 Exhibit of a complete unit of work in social science. Grades 5-6.
- 68 Exhibit of a complete unit of work in social science. Grades 7-8.

GENERAL

- Class**
- 69 Original project in any subject.
- 70 Collection of photographs showing various school or community activities.
- 71 Scrapbook showing newspaper clippings, pictures, illustrations, etc., about the school and community made by the school.
- 72 School project representing the history and development of the school and community.

COLLECTIVE EXHIBITS

- Class**
- 73 Single one-room rural school exhibit. To be judged on number and workmanship of articles exhibited, based on number of points won in premiums. (Each 1st prize counts 5 points; second, 3; third, 2).
- 74 The most attractive single one-room rural school exhibit, based on arrangement and attractiveness of booth.
- 75 County exhibit. To be judged on number and workmanship of articles exhibited, based on number of points won in premiums. (Each 1st prize counts 5 points; second, 3; third, 2.) Exhibits must represent the work of at least 20% of the schools in the county.
- 76 The most attractive county exhibit, based on arrangement and attractiveness of booth.

COUNTY SCHOOL PROGRAM

- Class**
- 77 County School Day Program. To be judged on educational and entertainment value. Limited to 5 entries, one to be selected from each teachers college district. Application for approval of entry and copy of proposed program should be submitted by the county superintendent to the superintendent of the Educational Department of the Missouri State Fair early in the year so that county selected may be notified by April 1, 1938.
- (For further information write A. F. Elsea, Supt., Educational Dept., Mo. State Fair.)

Section B**ELEMENTARY TOWN SCHOOLS WITH ENROLLMENT LESS THAN 500**

The term "Elementary Town School" is used to represent the elementary grades in a school system organized under six directors. This includes outlying schools in consolidated districts. Unless otherwise designated, only one entry will be allowed for each grade under which the class number is listed.

GRADES 1 OR 2

- Class**
- 78 Finger painting. Grades 1-2.
- 79 Display of at least 4 free-hand drawings of objects.
- 80 Display of at least 4 cut or torn paper posters.
- 81 Group of 3 posters or booklets illustrating a story. Any medium.
- 82 Exhibit representing a complete unit of work. Any medium.

GRADES 3 OR 4

- Class**
- 83 Collection of at least 4 booklets on any subject. Designed cover.
- 84 Illustrating bird chart, or booklet, including brief description of birds and bird habits. Chart or booklet may be prepared by individual pupil or by the class or grade.
- 85 Construction problem of one or more articles, illustrating the life of any people studied this year (e. g., Japanese, Chinese, Eskimo, Dutch).
- 86 Collection of toys or small articles of woodwork. At least 6 pieces.
- 87 Display of lettering—lettered slogans in pencil, cut paper, ink or tempera.
- 88 Group of at least 4 original compositions of one paragraph each.
- 89 Exhibit representing a complete unit of work. Any medium.

GRADES 5 OR 6

- Class**
- 90 Collection of at least 4 posters or booklets representing some phase of home or community improvement.
- 91 Collection of 4 posters or booklets illustrating desirable traits of character or citizenship.
- 92 Set of 4 costume designs showing costumes of different nations. Any medium.
- 93 Group of 4 booklets representing some unit of work in social science.
- 94 Exhibit representing some complete unit of work. Any medium.
- 95 A group of four-border or surface designs in color.

GRADES 7 OR 8

- Class**
- 96 Display of bookbinding, at least 4 books.
 - 97 Display of block printing or stenciling on cloth.
 - 98 Group of at least 4 original poems by different pupils.
 - 99 Collection of at least 4 good citizenship posters or booklets.
 - 100 Exhibit representing a complete unit of work in social science.
 - 101 A group of 4 posters of landscape designs in color.

GENERAL

(This includes all grades in a town elementary system. A school may make but one entry for each class listed in this group.)

- Class**
- 102 Representation through any medium of illustration of a character development program for the school.
 - 103 Collection of original prose compositions with designed cover or bound in some form.
 - 104 Collection of arithmetic papers—at least 2 from each grade. Each paper should contain not less than 3 original concrete problems with solutions. Work should be neat, accurate and correctly placed on the page.
 - 105 Display of manuscript writing for grades 1 and 2.
 - 106 Collection of art work representing all grades.
 - 107 Project consisting of pieces of work illustrating stories, social science, etc.
 - 108 Display of craft work, including basketry, soap carving, metal work, blockprinting.
 - 109 Display of lettering, representing work in mottoes, poems, etc.
 - 110 Samples of writing showing improvement in penmanship from grades 3-8.
 - 111 Best school exhibit. To be judged on number and workmanship of articles exhibited, based on number of points won in premiums. (Each 1st prize to count 5 points; 2nd, 3; 3rd, 2.)
 - 112 The most attractive school exhibit, based on arrangement and attractiveness of booth.

Section C

ELEMENTARY TOWN SCHOOLS WITH ENROLLMENT MORE THAN 500

Entries in this list are the same as those listed under Section B, except their classification numbers range from 113 to 147, inclusive. For example, number 78 "Finger painting" under Class B would be number 113 under Class C, while number 79 under Class B would be number 114 under Class C, etc.

Section D

NEGRO SCHOOLS

This class is open to rural or town negro elementary schools. Only one entry will be allowed in each class for any county or town exhibiting.

- Class**
- 148 Exhibit representing work in language.
 - 149 Exhibit representing work in reading.
 - 150 Exhibit representing work in agriculture.
 - 151 Exhibit representing work in elementary science.
 - 152 Exhibit representing work in art.
 - 153 Exhibit representing work in music.
 - 154 Exhibit representing work in social science.
 - 155 Exhibit representing work in arithmetic.
 - 156 Exhibit representing work in penmanship.
 - 157 Exhibit representing work in health.
 - 158 The most attractive booth.
 - 159 The best school exhibit.

(Rules governing Class 153 and 159 are the same as those in similar classes under Section A and B.)

Section E

HIGH SCHOOLS

Each exhibit should contain not less than five nor more than fifteen articles. The articles should represent work actually done during the school year. The exhibit may be supplemented by pictures of activities, posters, illustrations, trophies or other media which will show more clearly the work of the school in each depart-

ment. A school may have but one entry from each class.

GENERAL

- Class**
- 160 Exhibit representing work in English.
 - 161 Exhibit representing the work of the year in social science.
 - 162 Exhibit representing the work of the year in mathematics.
 - 163 Exhibit representing the work of the year in science.
 - 164 Exhibit representing the work of the year in art.
 - 165 Exhibit representing the work of the year in music.
 - 166 Exhibit representing the work of the year in commerce.
 - 167 Exhibit representing the work of the year in health.
 - 168 Exhibit representing the work of the year in physical education.
 - 169 Exhibit showing extra-curricular activities for the year.
 - 170 Exhibit representing work in speech.
 - 171 The best high school yearbook.
 - 172 The most attractive high school booth.
 - 173 The best general high school exhibit.

VOCATIONAL AGRICULTURE EXHIBIT

The purpose of this exhibit is to acquaint the public with the various phases of the vocational agriculture program.

The following outline will be used as a guide in judging:

- A. Completeness of the phases represented.
 - 1. Each phase in sufficient detail.
- B. Selection of materials.
 - 1. Quality.
 - 2. Adaptability.
 - 3. Content.
- C. Arrangement.
 - 1. Neatness.
 - 2. Unity.
 - 3. General Attractiveness.

Class

- 174 Exhibit by Vocational Agriculture departments covering three or more of the following phases of the Vocational Agriculture program: regular instruction, farm shop work, evening schools, supervised practice, Future Farmers of America, annual program of work or any other form of presentation.

VOCATIONAL TRADE AND INDUSTRIAL EXHIBIT

These exhibits will be judged on the following:

- 1. The degree to which the nature of the work of the school, class or division is explained completely.
- 2. The attractiveness of the booth, with regard to color scheme, labels, placards and the placing of the contents of the booth.

Class

- 175 Exhibit representing one or more phases of vocational training included in the Trade and Industrial courses in the public schools of Missouri offering approved vocational courses in either day, evening or part-time classes. The exhibit is intended to show the nature of the vocational training being offered by the schools, class or department. Booths will be available for displaying the exhibits, one exhibit per booth.

VOCATIONAL HOME ECONOMICS EXHIBIT

The exhibits will be judged on the following:

- 1. The ability to express the idea clearly and definitely.
- 2. The scope and educational value involved in the school exhibit.
- 3. Attractiveness, decorations, color scheme, labels, placards, and the selection and placing of the contents of the exhibit.

Class

- 176 School exhibit representing one or more phases of the work now included in the Vocational Home Economics courses in high school classes in Missouri. It may represent actual class work or a development of class work carried on in the home by a carefully planned and supervised home project.

Section F

TEACHERS' COLLEGES

Class

- 177 Exhibit representing work of the school. One entry may be made for each department of school making exhibit.

(For further information write A. F. Elsen, Superintendent, Educational Department, Missouri State Fair, Department of Education, Jefferson City, Mo.)

Better Personality*

E. E. Dodd

YOUR SUCCESS, whether you are teacher or pupil, will depend upon three things:

(1) your natural ability, (2) your ordinary school training, (3) your personality,—how well you can play your part among other people. We cannot change the first of these three; we give years of training to the second. Does not the last one deserve more attention at our hands? The discussions which follow in their brief paragraph form are intended for Missouri pupils through the medium and by the grace of their teachers.

The favor in which young people are held depends largely upon how agreeable and trustworthy they are in their relations with other people. Their crowning capital is the possession and outward expression of fine personal capabilities; in other words, of good personality.

Many people have personal powers that are dormant and idle instead of active and useful. People are judged and get credit only for what they outwardly express not for what they keep bottled up within themselves. The test of personality is the extent to which a person can prove pleasing and successful in his relations with other people.

Personality is not occult or elusive as sometimes claimed; it depends upon the ordinary personal qualities and their outward expression. If these are good, personality is good; as these improve, personality improves. For example, as we improve in appearance, courtesy, conversational ability, and the like, we improve in personality.

We improve in personality by cultivating the personal graces,—those things which make one more attractive and more sought after; by cultivating the fiber, or character, qualities which make one more respected and trusted; by correcting those faults which cause one to be disliked or avoided.

The character and personal grace factors should be cultivated together, since each supplies the need of the other. Granted that the character factors are the more important, pursuing them alone is much like eating one's oatmeal without sugar and cream; the personal graces are needed to give relish as well as to add their own high value.

More than anything else the finer personal relations form the bonds of attraction among people. Much as in the business relations,

one must have something of interest or value to exchange in order to get in return in the personal relations. Some young persons are welcome in any group setting because they have social values to exchange. Some others apply themselves with singular devotion to their school work, yet fail to give expression to their personal powers in a way to make themselves agreeable and appreciated.

We gain in personality as we do the things which please and which win the approval of others. The giving of pleasure enriches the lives of those who share in it either as givers or takers. Few things do more toward banishing selfishness, putting the generous spirit in its stead, than the cultivation of this art.

The desire to appear to advantage before others is a natural one and should be cultivated. One of the strongest urges in human nature is the desire for approval, popularity, prominence, appreciation. There is no finer act of courtesy than to express words of appreciation and approval where they are due. "They are like the breath of a June morning" to those that deserve but rarely get them. On the contrary there is no greater indignity than to imply that some one is not worthy or that he is not wanted.

This desire for favorable attention is one of nature's promptings to effort and to right action. We take pride in a good name and high standing largely because we gain the favor of others through them. Much that we plan and do is colored by the thought of pleasing others and gaining their approval. This motive also prevents our doing much that would be unworthy of us. The higher the esteem in which people hold each other and the more they prize each other's approval, the more worthy is their conduct.

As members of society, people must adapt themselves to personal, social, business, and other standards and customs, or lose in the pleasures and successes of life. Through adaptability and coöperation one becomes a force among people, something more than a mere student of books and outlines.

How does one become more adaptable? By having the desire to be so, by willingness to meet others half way, by getting their points of view, by learning their ways, trying to see as they see, respecting their rights and feelings, and by reasonably fitting oneself into their social activities;—by "fitting in and proving helpful," as Theodore Roosevelt expressed it.

Adaptability is more important now than in a former time when people had to depend largely on their own resources and devices. Living is now so complex that many persons play a daily part in the life of each of us. Besides, the rapid changes which come about in social and other conditions, many of which are for the better, make it necessary to cul-

*This is the first of a series of articles on personality by Professor E. E. Dodd of Southwest Missouri State Teachers College. Mr. Dodd has for many years been intensely interested in the development of personality and his book "Fibre and Finish" has proved to be an extremely popular one. Professor Dodd's hope is that this series of articles may stimulate teachers to more constructive efforts toward developing personality in their pupils.—Ed.

tivate adaptability. Again, the ability to think and act in harmony with others gives added richness and usefulness to one's life. It is by working harmoniously that we get things done, while at the same time making life more enjoyable while doing them.

The school offers the opportunity for adaptability if only the opportunity is improved. By adjusting themselves well to the requirements of the class room, the library, the chapel, and also to the teachers and pupils of different characteristics, students get an important lesson in adaptability. Athletes of necessity must conform to the rules of the game, to the instructions of the coach and cooperate in the team work so necessary to success.

Can one become too adaptable? Yes, so much so as to lose individuality, which is a strong, personal characteristic. The one who agrees and conforms too much runs the risk of becoming the yes, yes type of person. Adaptability does not mean that we must think as others do, but it does mean that we should live and work agreeably with them. "Think alone, work together," is the fitting slogan.

An example of adaptability is reported by a college girl as follows: "A club consisting of college girls went to James River to spend the week end. One of the girls brought along her sister, who is a student in the high school. The girl did not know any of the college girls, or their sponsor, but within a few hours had adapted herself nicely to them. The club meant little to the girl, but she took advantage of every opportunity to do the little thoughtful things. In conversation, she was polite and interested in what we had to say. She made herself

one of the party, did not hold back, but was ready to do all she could to make the week end a success. We asked her to our next party."

A boy's mathematical ability does not imply corresponding adaptability; the flower of her Latin class may be far from the flower of her social circle. The fact should not be overlooked that the world places no such value on scholarship alone that the school does. The world wants the young person to be *pleasing, adaptable, dependable, and serviceable* as well as intelligent, since intelligence is only one factor in success. The value of training depends upon the use to which it can be put in life experience.

Next to honesty and loyalty most employers indicate that they want good personality in their employees. A serious problem which confronts the young person today is to find employment when he is prepared for it. Personality will be the deciding factor in a large proportion of the choices which employers will make.

As an exercise, ponder this question: Which would you prefer for yourself and your associates?

Excellent scholarship with medium personality.

Superior scholarship with superior personality.

Medium scholarship with excellent personality.

"Don't you understand that a fine personality in a boy (or girl) is greater than the knowledge he can get from books? Don't you know that his future depends upon his personality, how he behaves and acts his part among people?" (Ohio State Journal)

Articles
of
Lasting Interest

The Magazine World

Condensed by
Wilfred Eberhart,
Ohio State University

A parental note on education. ARE CHILDREN VEGETABLES?

By Wilson Follett

Condensed from *The Atlantic Monthly*,
February, 1938

Young children, as a physician friend once said to me, know a lot more than we think they do. The branches of pseudo-science devoted to the study of the developing mind do not agree with this. The conviction underlying all official opinion on the subject is that babies know a lot less than we think they do; it is on this conviction that the generalissimos, drum majors, and plain troopers of education operate.

It is in connection with the acquisition of language that we can most handily measure the gulf between the healthy child's enormous appetite and the starvation diet cus-

tomarily supplied by the environment. I kept records of the growth in language of a perfectly ordinary young lady whom I shall call Jane from her sixteenth month to her second birthday. Her parents answer her questions so far as time and their knowledge permit. They defer to, but do not glut, her appetite for being read to. At sixteen months her speaking vocabulary numbered 516 words. When she was two years old her vocabulary exceeded 6200. This means an increase of nearly 5700 words, or an average of over twenty a day. It is evident that the infant mind is a teeming hive of brand-new perceptions and a hungry vacuum of the words to express them. What teaches babies words at a rate not approached in later life is simply the pressure of unknown language. Jane absorbed all of Mother



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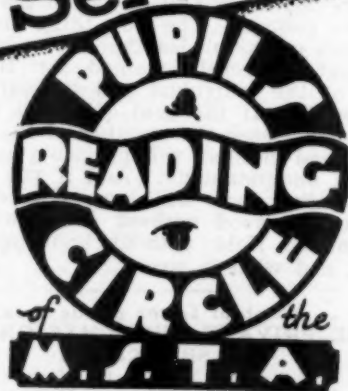
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Goose in a fortnight—and its vocabulary is well over 2000 words.

If a child is surrounded with simple picture books containing a few words of print on each page, he presently teaches himself to read without being aware of it. Any pedagogic superstition to the contrary notwithstanding, it is the line of least resistance for a child properly exposed to learn reading shortly after his third birthday, and certainly well before his fourth.

... **A college president speaks.**
WHY GO TO COLLEGE?

By Robert M. Hutchins, President of the University of Chicago Condensed by special permission from

The Saturday Evening Post, January 22, 1938
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College is the greatest place in the world for those who ought to go to college. For those who ought not to go to college it is a waste of time and money.

Among those who should not go to college are those who have no other reason for going than to have a good time or engage in athletics. On the other hand, anyone should go to college who has demonstrated both an aptitude and a desire for more education than he has been able to get in elementary and high school. To deprive any such person of a college education because his parents cannot afford to give him one is to commit an offense not only against the individual but against society.

To get a college education you must bring three things with you: a certain minimum intellectual equipment, habits of work, and an interest in getting an education. Without them, you may be able to get into college but you cannot get an education. With them you can become an enlightened human being. Through contact with the world's great books you can acquire an understanding of the leading ideas in each great field of knowledge and of the relationship that exists among various fields.

College is, basically, a place to learn how to think. A college graduate who has not learned how to think may make a million dollars but he will have wasted his time going to college. The one thing that youth can get nowhere else than in college is an intellect rigorously trained for the happiness of the individual and the salvation of the world. If the goal of life is happiness you should seek the training of the intellect. A trained intellect will provide you with the joy of understanding. And if you have understanding, you will have character. You cannot be good without being wise. You cannot be right without knowing what is right and what is wrong.

... **Wanted: fewer public speakers**
SOME PRIVATE THOUGHTS ON PUBLIC SPEAKING

By Marian Castle

Condensed from *Harper's*, February, 1938

Not long ago I called up some friends for a game of bridge. "Oh, we can't. Tonight is Harry's class," explained Harry's wife.

"Class?" I repeated.

"At the Y. M. C. A. The Toastmasters' Club. They meet every two weeks for dinner and then practice making toasts. There are lawyers, dentists, real estate men—oh, everybody. It's simply marvelous."

"Yes, I'm sure it must be," I murmured blankly.

To my knowledge Harry averages two banquets a year. He could scarcely expect to act as toastmaster oftener than once in twelve years. What could be the lure in it?

I called up the Y. M. C. A. to find out. I discovered that the Toastmasters' Club was only one of several public-speaking groups. There were over one hundred enrolled. In addition there were many other public-speaking courses in the city. Even Nels, the odd-jobs man of our neighborhood, was enrolled in one of the eleven W. P. A. classes because, as he explained it, "It don't do you no harm these days to know how to Put Yourself Across." Five hundred people in our modest city, all told, were taking free courses in public speaking—five hundred people who felt that some magic road to success lies in the ability to speak fluently and upon little provocation—and with little or less subject matter.

To Gain Poise—To Influence Others—To Make Your Body Speak—these are the slogans of town and gown alike. Dale Carnegie admonishes the beginner thus: "I wouldn't even wait for an invitation to speak. I'd seize the first opportunity to make one voluntarily. . . . Call in the neighbors and practice on them. Talk to any available group that will listen."

I am tired of the Gimme school of oratory. I suggest a return to the aristocratic ideal—that speech making be the privilege of the gifted few. I suggest a return to the old evangelical idea that every man must honestly feel that he has a "message."

... **Training for citizenship.**
THE SCHOOL AND COMMUNITY PROJECTS

By Walter E. Millard

Condensed from *The National Parent-Teacher*, February, 1938

To train children for citizenship is to translate the democratic ideal of education into a living reality.

It may seem strange to say, but it is true, that we must teach our children that good citizenship consists mainly in forming correct opinions. The usual thought is that it consists in being law-abiding, in being respectful to established authority. People who live in absolute monarchies and dictatorships are law-abiding but they are subjects, not citizens, for they cannot make new laws or change old ones. One of the heartening things about education today is the patience and skill so many teachers show in encouraging children to get off the teacher's back, in a sense, and learn to make up their own minds. It is important for a child to obey the rules of school and home, but when he

has done this he has only put his foot on the bottom rung of the ladder of good citizenship. He has begun to climb when he shares in the deliberation and formulation of school and home rules.

It is necessary that a child be brought into touch with the greater community in which he lives, and many schools are providing this type of experience. In a large American city the movement to change the form of city government originated in the high schools solely on the initiative of the pupils. They

studied alternative forms of government, consulted with adult citizens, and finally circulated petitions for the new form. This sort of thing is not yet common and calls for delicacy and skill on the educator's part.

Because of the tradition and fear of misunderstanding teachers frequently do not present boys and girls with the complete pattern of citizenship. Signs multiply, however, that educators are becoming increasingly aware of their task of inspiring citizens who will build the Great Society.

Hot Lunches for a Million School Children

By Ellen S. Woodward
Assistant Administrator
Works Progress Administration

ONE million undernourished children have benefited by the Works Progress Administration's school lunch program. In the past year and a half 80,000,000 hot well-balanced meals have been served at the rate of 500,000 daily in 10,000 schools throughout the country.

This work of rehabilitating underprivileged children is supervised in all instances by competent WPA workers, who while earning money with which to clothe and feed their own families, are given an opportunity for wider training to equip them to take their places in pri-

vate employment when the opportunity arises. On March 31, 1937, the projects employed nearly 12,000 needy economic heads of families.

The School Lunch Program, like all other WPA projects, must be sponsored by tax-supported public bodies. Boards of Education usually are the official sponsors of the school lunch program. Many civic organizations and individual patrons, however, may, and often do, render very valuable assistance by co-operating unofficially with the legitimate

TRAVEL IN EUROPE THIS SUMMER

UNDER WORLD FEDERATION OF EDUCATION ASSOCIATIONS OFFICIAL AUSPICES

We have long recognized the desirability of setting up a practical and economical plan of European travel for those teachers who appreciate the advantages of traveling in the Old World with persons of similar tastes and interests . . . visiting Europe under the most pleasant and comfortable conditions possible . . . and obtaining advantages and lower costs through coordination. This summer, through the good offices of our official travel agents, Thos. Cook & Son—Wagon-Lits, Inc., we now present such a plan, and I take pleasure in drawing your special attention to the many interesting trips outlined below.

Uel W. Lamkin, Secretary-General

SPECIMEN ROUTES OF TRAVEL

- 43 DAYS visiting Paris, London, Shakespeare Country, English Lake District, Edinburgh, British Empire Exhibition, Dublin, Killarney, Glengariff, Belfast.
 - 76 DAYS visiting London, Brussels, Antwerp, Amsterdam, The Hague, Cologne, Wiesbaden, Heidelberg, Berlin, Prague, Vienna, Salzburg, Munich, Innsbruck, Venice, Florence, Rome, Naples, Pisa, Genoa, Milan, Lucerne, Interlaken, Paris.
 - 54 DAYS visiting Edinburgh, British Empire Exhibition, Shakespeare Country, London, Amsterdam, The Hague, Brussels, Paris, Chateau Country, Normandy and Brittany.
 - 62 DAYS visiting Paris, Riviera, Rapallo, Rome, Naples, Capri, Florence, Venice, Milan, Italian Lakes, Lucerne, Grand Alpine Tour, Heidelberg, Cologne, Amsterdam, London.
- Many other plans are being prepared and will be available by the time you read this!

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It is our experience that most teachers prefer tourist class for their Trans-Atlantic crossing as providing very generous comfort and convenience at comparatively moderate expense. Adequate arrangements are now assured on the popular sailings indicated and on other dates and vessels. For those

who prefer to economize on their Trans-Atlantic crossing in order to have more time and money to spend in Europe, desirable accommodation has been selected in comfortable and modern Third class and this method of transportation is recommended to those with limited budgets.

FREQUENT SAILINGS

Departure dates are planned to leave as early as June 8th and until July 27th, with return arrivals in New York or Montreal from August 3rd until September 15th. Popular departures will be the . . .

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| | | July 1st |
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| Queen Mary | June 22nd | California |
| Normandie | June 15th | Tuscania |
| Bremen | July 3rd | *Antonia |
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| Normandie | June 29th | *Ausonia |
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(*—from Canada)

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sponsors. The active interest of Parent-Teacher Associations all over the country, has been an important factor in the universal success with which these projects have met.

School lunch projects have aroused such community interest that in some instances, South Carolina, for example, members of various civic organizations and other responsible citizens have formed Advisory Councils, which actively support this work by contributions of food, equipment, and sometimes money.

The school lunch projects were originally intended to serve only children from relief families, but experience taught that growing children need a hot mid-day meal irrespective of their financial condition. It was found also that many children from homes where there was an adequate supply of certain kinds of food, were not receiving the proper kind of diet. It has become the policy in many communities, therefore, to serve a hot lunch to all the school children who care to partake. Parent-Teacher Associations have been largely responsible for making arrangements in many instances, whereby parents of children, who can afford it, contribute food supplies. This, however, is generally voluntary, and in no case is any distinction made in the lunch rooms between those who do and those who do not make a contribution.

Many of the children, who are fed on WPA projects, come from homes where milk is a luxury. In some instances, teachers have reported that nearly all their pupils who partake of the school lunch, have no meal during the 24 hours of the day other than that furnished on the project. For many children, who are required to leave home early in the morning and travel long distances after school hours to reach their homes, the WPA lunch constitutes the only hot meal of the day. In an even greater number of cases, children come to school with either no breakfast at all or a meager one at best.

Only those who have had occasion to witness the type of lunch that many of the children were bringing to school before the inauguration of the WPA, can fully understand or appreciate the value of those projects.

Insufficient or improper food takes not only a physical toll, but a mental toll as well. Children after all are sensitive beings. In some instances, children, from underprivileged families have been known to slip away alone to eat their lunches in some secluded spot—ashamed to have the other school children witness their meager fare.

In some of the poorer communities of Georgia, for example, many of the children brought only cold bread or baked sweet potatoes. Sometimes a child's lunch consisted of a biscuit and a piece of fried fish. If any meat at all was included, it was usually fat white meat. Prior to the inauguration of the WPA school lunch projects, a cold sweet potato or a poorly cooked biscuit spread with fat constituted the usual lunch of many children in the rural communities of South Carolina.

Before the institution of the WPA projects, many children, in certain sections of Colorado, were reported to be bringing for lunch a

piece of corn bread with molasses or a cold pancake. The common kind of meat found in the children's lunches—when there was meat—was salt pork. In many of the rural districts the lunches which were brought, were frozen or half-frozen by noon.

Even after the establishment of the WPA project, an effort was made to have each child in certain Colorado communities bring his or her own bread from home to supplement the hot dishes. This had to be discontinued because the bread that the children brought was not fit to eat. It was dirty, dry and even mouldy.

South Carolina, which feeds more than 77,000 children daily in over 2300 public schools, has the largest WPA school lunch program of all the states, except New York State, in which New York City alone feeds a daily average of 87,230 children.

All school children, who desire the hot lunch in South Carolina, are permitted to partake. Sponsors and co-sponsors make contributions of everything from money to beef on the hoof, and the parents of children, who can afford to do so, also contribute small amounts of food or money. Parents' weekly contribution for a child may be a box of cocoa, a can of tomatoes, a quart of milk—or if they contribute money, it is usually 10 cents—2 cents a day.

School attendance has increased and classroom work has improved in every school in South Carolina where the school lunch project operates. Satisfactory gains in weight have been noted in previously undernourished school children. In Greenville County, for example, children, who were weighed at the beginning of the project, have been weighed again at the end of each five-week period. The records showed an average gain in weight of from three to eight pounds per child for the first five-week period.

Teachers in Decatur County, Georgia, declare that the school attendance for children, who are fed on three WPA school lunch projects, has increased 80 per cent as a result of the wholesome, well-balanced, nourishing noonday meals which are served daily in the schools.

Through the cooperation of the Decatur County Health Commissioners, a weight chart was made for each child, and records have been taken at regular intervals. The average increase in weight has been shown to be from two to five pounds per month. Higher marks also have been made, some children being promoted to A—or high section of their classes—for the first time since they entered school. Greater general alertness, better deportment, and an improved attitude toward teachers and classmates are among the many manifested gains.

A school lunch project in Bryan County, Georgia, employed three WPA workers to prepare and serve hot mid-day meals to 200 children. The food was furnished by the local community through donations, supplemented by supplies from the Surplus Commodities Division.

Henry Ford, who has displayed an active

interest in the health and welfare of his neighbors in Bryan County where he has an estate, has taken over on his own payrolls the three workers formerly paid by the WPA. He also has supplied the school lunch project with seventeen dozen each of certain dishes, spoons, and other tableware and has furnished tables and chairs, so that all the children may sit down together for their noonday meal.

In many Vermont towns, responsible groups of people, including the Parent-Teacher Associations and service and civic clubs, have cooperated with the WPA to provide a valuable hot lunch project and have been rewarded by watching the steady mental and physical development of the children fed.

Weight records on Vermont projects, taken at the beginning of the school lunch project and again at the close, show an average gain of from two to four pounds per child. Teachers also report an increase in energy, greater accomplishment in school work, and a marked improvement in the general appearance of the pupils.

Educators, health officers and state officials in Minnesota agree that increased weight, greater concentration in the classroom and fewer absences from school are some of the immediate gains resulting to children who are being fed on the WPA school lunch projects. They state that the hot lunch is of particular value to the children of unemployed parents whose food budget has been reduced to a minimum, or below the amount required for proper growth and health protection. For

many of the children in Minnesota and elsewhere, the school lunch is not only the best, but sometimes the only adequate meal of the day.

To further this work of overcoming malnutrition and preventing its further progress, certain public tax-supported bodies in Minnesota have sponsored allied projects for which the WPA has supplied the labor. In some instances, milk stations provide mid-morning lunches for the needy; and in several poor districts, where children are known to leave home on almost empty stomachs, milk and graham crackers are served at school before the beginning of classes.

Dr. Louise Stanley, Chief of the Bureau of Home Economics, U. S. Department of Agriculture, expressing, in a recent letter to the Director of the Division of Women's and Professional Projects, her appreciation of the work performed under the school lunch program, declared:

"I have been very much impressed with what this has meant in making available to school children much-needed food . . . The meals, where I have seen them, have been attractive, well-served, and palatable, and have contributed much in setting food standards and good food habits for the children."

Through the daily service of warm, nourishing food, prepared by qualified, needy women workers, the WPA is making it possible for many underprivileged children of the present to grow into useful, healthy citizens of the future.

Chewing Gum helps keep folks *Well and Happy*



Enjoyed daily, chewing gum promotes mouth health and is good for your teeth. Dentists recommend this when they say the chewing exercise supplies a much needed, beneficial exercise. It stimulates the flow of saliva which keeps your mouth healthfully moist, cleanses your teeth and leaves a cool, clean taste. Four factors to help you have Good Teeth are (1) Right Food (2) Clean Teeth (3) Your Dentist and (4) Plenty of Chewing Exercise. There is a reason, a time and place for chewing gum. Adopt the chewing gum exercise for mouth health.

University Research — Basis of our Statements. National Association of Chewing Gum Manufacturers, S. I., N. Y.

"Find the Man for the Job: Not the Job for the Man"

Ella Victoria Dobbs.

HAVE YOU EVER been balked in your endeavors by a public official who did not know how to perform his duties?

Have you ever espoused a perfectly good cause which you thought had nothing to do with political affiliations, only to discover that the party in power had so hedged affairs about that only the badge of the prevailing party had access to official action?

Have you ever in school affairs found an inefficient official held in a responsible position through the influence of political power?

Have you ever found a very efficient clerk in a public office, who as a deputy, was really doing the work of the office, but on a low salary, while the political appointee gave it absent treatment, except when he appeared to draw his liberal pay check?

If you have had any of these or similar experiences you will approve the slogan, quoted above, "Find the man for the job," which was used by the League of Women Voters, in introducing its campaign for Trained Personnel in Public Office.

We teachers spend long years in preparing for our work and we take justifiable pride in the steady development of higher professional standards, for we know that the educative process deals with very sensitive material which under clumsy, untrained guidance may easily produce disasters that are beyond remedy. We are proud to serve in the nation's biggest business—the preparation of the next generation of citizens.

We are also well aware that the nation has other servants whose work directly or indirectly, affects this big business of training the on-coming generation, as well as the comfort and prosperity of the present generation. A recent statement sets the number of Federal employees, exclusive of the Army and Navy, at 824,000. Of this number 498,000—slightly over half—have taken regular examinations and were appointed under Civil Service laws. In addition to this vast contingent must be counted the army of state and local employees, for whom we can make no estimate and for most of whom no Civil Service regulations exist.

The cost of public service is steadily mounting, partly because we are finding new fields which can be better served by cooperative effort, and partly because in the increase in the number of public service jobs, it becomes easier for inefficient persons to secure appointments.

Inefficient service in any field always involves waste.

From whatever angle we look at the case we see the importance of finding the person whose training insures efficient service and guards against waste. If only half of our Federal employees are trained for their jobs, and a still smaller ratio for state and local

service, it is time we, the people, became aware of the situation. Especially are we of the educational wing concerned in improving this situation.

Believing in the importance of educating our on-coming citizens into an intelligent appreciation of the need for efficient public service, the League of Women Voters is fostering an essay contest, open to High School pupils of the state. The first notice of this contest appeared in the January issue of *School and Community* on page 46. Several topics, each relating to some phase of the Merit System in Public Service, will be submitted. Each contestant will write upon one of these topics during a ninety minute period at the time of the University of Missouri Interscholastic Events to be held the latter part of April. The cooperation of the teachers of the state is urged in bringing this contest to the attention of their pupils and in helping them in their preparation for it.

Success in this contest calls for study of the facts and problems connected with the regulation of public service. The study will be of value to every contestant whether or not he ranks at the top in the final rating.

We hear and read much in these troublesome times about the security or insecurity of our democratic ideals. The question arises whether a government of, by, and for the people may lose sight of its goal, and because what is everybody's business becomes nobody's business, those with mercenary purposes find it easy to manipulate affairs to their own personal advantage.

The only guarantee against such a situation lies in an educated public opinion which is backed by active support of endeavors toward higher standards.

The publicity connected with this contest should have value beyond the preparation of a few contestants for a prize. It should stimulate interest among their associates at home and in school, and that interest should lead to knowledge of conditions related to public service. Knowledge that less than half of our public employees have presented acceptable credentials should lead to action.

Immediate interest in the situation is increased by the fact that there are now before the United States Senate two bills in which a clearcut issue is drawn. The Ramspeck bill would bring more offices (including all postmasters) under a Merit System. The McKellar bill is drawn to extend political patronage to cover some offices now under Civil Service.

How will public opinion react to this question?

We teachers as a body are especially interested in an intelligent public opinion this year when our long desire to take education out of partisan politics is culminating

in an Initiative Petition to reform our state control and leadership through a more efficient State Board of Education, and a better method of selecting our State Superintendent of Schools.

How will public opinion react to this question?

Preparation for this contest could and should open many avenues of approach to public opinion and set in motion currents of thought far beyond any single application of the principle of trained personnel for public service.

The League of Women Voters is strictly non-partisan. Its goal is an intelligent and informed citizenry who will thoughtfully sustain what they believe to be the greatest good for the greatest number. This Essay Contest is arranged in pursuit of this goal.

For material dealing with the general subject, prospective contestants should apply to the Missouri League of Women Voters, Hotel Kings-Way, St. Louis, Mo.

For further information concerning the nature of the contest, write to Professor Martin L. Faust, University of Missouri, Columbia, Mo.

OVERCOMING EDUCATIONAL MORTALITY AMONG RURAL SCHOOL GRADUATES

Perry J. Shook, County Superintendent,
Webster County.

FROM the beginning of school last fall the importance of continued schooling beyond the elementary level was stressed each time the opportunity presented itself. It was part of the supervision and visitation program to talk to the boys and girls about the changing educational requirements for employment demanded by the major corporations of today. The percent of rural graduates starting to high school was compared with the percent of grade graduates from town schools.

Actual experiences that the writer has had with persons of their own county and community were related to the pupils. They were people who came to the office asking what they might do in order to complete their elementary training and receive a diploma. These people had attempted to take up certain trades or to enter Trade and Professional Schools, they were faced with the actual need of an elementary school diploma. Some of the people were of middle age. It was suggested that the pupils discuss the subject with their parents and for them to mention some of the facts they had been told about the importance of education beyond the elementary level. Parental lack of interest was the object we had in mind when making this suggestion.

The rural teachers entered into the challenging problem with interest and enthusiasm. It was due to their efforts and cooperation that the program reached the success that it did.

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A letter was sent out from the county superintendent's office to all rural teachers asking them to announce that the high schools of the county were inviting all eighth grade pupils to come and visit for a day in the high school of their choosing. The high school superintendents also wrote invitations to the schools and suggested that the pupils catch the school bus that passed through their community hauling rural high school folks. Bus drivers were instructed to stop for the pupils at any point on the road.

Each high school superintendent and faculty worked out their own plans for introducing, acquainting and familiarizing the visitors with the high school in all its departments. One high school arranged an assembly program in which about fifty high school freshmen took part. Many of the freshmen were boys and girls from the same rural schools and communities as were the eighth grade visitors. A major part of the visitors' time was used in observing actual class work in the various departments and getting acquainted with the high school teachers.

Out of a hundred and twenty-five rural

eighth grade pupils approximately one hundred of them accepted the invitation to visit high school. Most of the other twenty-five would have come had not sickness and lack of transportation prevented them.

The interesting and ambitious reaction from the pupils was the teachers' compensation and mine for our efforts.

Their reaction is best expressed from the words of one of the group "I wished high school started tomorrow".

A situation related by one rural teacher is typical of many others. This school had one bashful boy to graduate. All efforts on the part of his teacher and lower classmates seemingly failed to influence him. He left school the afternoon before Visitation Day declaring he did not want to visit high school. Greatly to the surprise of his younger sister he arose on Visitation morning dressed in his best apparel and set out to visit the high school some ten miles away. The following morning he returned to school with sparkling eyes and a smiling face. He had had a wonderful experience. Going to high school was a settled question with him.

Meditations of an English Teacher

Naomi John White, Broadway Apartments,
Muskogee, Oklahoma

MARVIN BROUGHT a false moustache to class today. He put it on during study period when he thought I wouldn't be looking, and for five minutes he sat in silent admiration of his own daring—wishing, no doubt, that he had a mirror so he could really get the effect. He looked exactly like Mark Twain, whose genial picture has been looking down at me from the back wall for eight years now. This fancy of Marvin's looking like Mark Twain pleased me. It pleased me so much that I sat with half-closed eyes and looked about for more celebrities.

Edgar Allan Poe leaned his dark head on a white hand and gazed pensively out the window; Thomas Jefferson was doing something with a piece of string and the inkwell; Abraham Lincoln had found a joke somewhere in his book and was chuckling to himself, and away in the corner Susan B. Anthony was diligently outlining tomorrow's assignment.

Why, thought I, I must be somebody, too. If General George Washington comes to me for directions, and Christopher Columbus seeks my advice about his course of action, why I, too, must be somebody—Florence Nightingale, perhaps, or a feminine Napoleon Bonaparte.

So I nodded amiably to Marvin in the false moustache and spoke almost indulgently.

"Don't you think, Marvin, that you should take off your whiskers?"

And Marvin, startled at being caught, looked up confusedly and stammered his reply.

"Y-Y-Yes, Mamma."

THERE IS SOMETHING about school teaching that intensifies our inborn sense of promptness—our living by bells, I suppose. Just as some persons, a very few I understand, are born with perfect musical pitch, so some persons are born with a sense of promptness. It doesn't seem to be of much value, our inborn sense of promptness. We are on time in a world of people who are from ten minutes to two hours late.

I have endeavored to reform myself. I tell myself that this time I shall be late; I shall not leave the house until ten minutes after the time for the Howells' party, for if I get there at the exact time mentioned, I know, from previous experience, that I shall sit alone in the living room while Mrs. Howell scurries around upstairs in her stocking feet, Mr. Howell swears in an audible undertone that he can't find his dress tie, and Junior laments loudly that he doesn't see why he has to go to bed so early anyway.

I can't seem to break myself of this habit of promptness.

I dare say that eventually I shall be sitting out in the star pasture waiting for Saint Peter to open up the pearly gates. Yes, there I shall be sitting, patiently waiting, before even the celestial milkman has made his heavenly rounds.

TONY WIGGINS is the most popular boy in my third hour class. Tony is popular because he can draw pictures of people that really resemble the people. He gives a

funny little giggle and a sweep of his right arm and there is Mary Louise giving her Oral English, or Elmer frowning over a knotty problem of diagraming. Everybody likes Tony, and everybody likes to pose for Tony.

There don't seem to be so many any more, but there was a time when any one week would drop two or three photographers at the front door with Shetland ponies for the children and whole brief cases of enlarged photographs of young girls in rope swings and grandma and grandpa in a hammock.

For a very nominal price one could have a favorite snapshot enlarged, suitable for framing ("And we are just practically making you a gift of the frame, Madam") for the dining room wall.

There is a fascination in having one's picture made, and many of our famous and best-loved persons liked to pose.

Washington Irving, who at one time considered becoming a painter himself, was very fond of having his portrait painted, and would pose at the drop of a hat. This fondness for sitting for his portrait was generally known among his painter friends, and in the year of his death when he was seventy-six, a painter asked if he might not paint Mr. Irving's portrait.

Irving replied, with his customary whimsical smile, that he was dwindling away so fast that he would make an excellent subject for a miniature—if Mr. Hicks went in for miniatures.

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Said a wise old bee at the close of day,
 "This colony business does not pay. I put
 my honey in that old hive that others may
 eat and live and thrive; and I do more work
 in a day, by gee, than some of the others
 do in three. I toil and worry and save and
 hoard, and all I get is my room and board.
 It's for me a hive I can run myself, and
 me for the sweets of my hard earned pelf."
 So the old bee flew to a meadow lone and
 started a business of his own. He gave no
 thought to the buzzing clan, but all intent
 on his selfish plan he lived the life of a
 hermit free—"Ah, this is great," said the
 wise old bee.

But the summer waned and the days grew
 drear, and the lone bee wailed as he dropped
 a tear; for the varmints gobbled his little
 store and his wax played out and his heart
 was sore: so he winged his way to the old
 home band and took his meals at the Help-
 ing Hand.

Alone, our work is of little worth; to-
 gether we are the lords of earth: so it's all
 for each it's each for all—united stand, or
 divided fall.

—Anonymous
 Mississippi Educational Advance

TEACHER

SHE TAUGHT me! I shall not forget her!
 She taught me more than she guessed.
 I learned those silent lessons better
 And kept them longer than the rest.

Wherever she is now I still must bless her,
 Though none can give me news of her,
 And I cannot, except like this, address her,
 To say, "I build me yet by what you were."

Annette Davisson Squire

WHO WALKS WITH BEAUTY

By David Morton

WHO WALKS with Beauty has no need
 of fear:

The sun and moon and stars keep pace
 with him;
 Invisible hands restore the ruined year,
 And time itself grows beautifully dim.
 One hill will keep the footprints of the moon
 That came and went a hushed and secret
 hour;
 One star at dusk will yield the lasting boon:
 Remembered beauty's white, immortal flower.

Who takes of Beauty wine and daily bread,
 Will know no lack when bitter years are lean;
 The brimming cup is by, the feast is spread:
 The sun and moon and stars his eyes have
 seen,

Are for his hunger and the thirst he slakes:
 The wine of Beauty and the bread he breaks.

THE COMMON SCHOOL is the greatest
 discovery ever made by man.

Education is our only political safety.
 The wine of Beauty and the bread he breaks.
 Outside of this ark, all is deluge.

Teaching is the most difficult of all arts
 and the profoundest of all sciences.

The highest service we can perform for
 others is to help them to help themselves.

Had I the power I would scatter libraries
 over the whole land as the sower sows his
 wheatfield.

I beseech you to treasure up in your hearts
 these, my parting words: Be ashamed to
 die until you have won some victory for hu-
 manity.

I hold treason against this government to
 be an enormous crime; but great as it is, I
 hold treason against free speech to be in-
 comparably greater.

If ever there was a cause, if ever there
 can be a cause, worthy to be upheld by all
 of toil or sacrifice that the human heart can
 endure, it is the cause of education.

—Horace Mann

THE ONE persistent position that common
 sense occupies regarding the public
 schools is that they should educate all
 the children of all the people. If they will
 do this, the method by which they accomplish
 the end is of small moment.

—William Hawley Smith

A SANITARY NOTES

If you'd avoid stupidity
 And cultivate lucidity
 Look out for the humidity.
 Good humid air will clear the head
 And also keep you out of bed;
 But mucous membrane dry and thin
 Will crack and let bacilli in;
 Hot air dries out nose and throat
 Until the microbes get your goat.

If you'd have your writing neat
 Be sure the pupil fits the seat.
 Flat on the floor the feet should rest
 The desk should not suppress the chest.
 A cramped position cramps the style—
 Deforms both letters and the chile.

NEWS NOTES

MAPLEWOOD TO THE FORE IN CONSERVATION

The Board of Education of Maplewood recently decided to offer a one-half unit course in conservation as an elective in the high school curriculum beginning next fall.

The course is offered after consultation with educational and conservation leaders in the State. Superintendent G. E. Dille and Ralph G. Ranney, member of his Board, met enthusiastic response and approval from State Superintendent Lloyd W. King, E. Sydney Stephens, Chairman of the State Conservation Commission and other educational and conservation leaders.

Holt County Community Association Holds Second Meeting of Year

On the evening of January 15, one hundred thirty of Holt County teachers foregathered at the new auditorium in Mound City for their second Community Association meeting of the year. A dinner was served by the home economics class of the Mound City school under the direction of Mrs. E. K. Griffith. A program of brief talks on "Functions of Secondary Education" was given. Superintendent Fred Keller of Tarkio was present and talked briefly on "Thrift." Superintendent Keller is an officer in the Teachers Credit Union of Northwest Missouri.

Holt County, according to County Superintendent G. Frank Smith has passed the 100% mark in enrollment in the M. S. T. A.

WASHINGTON U. OFFERS GRADUATE WORK IN SPEECH

Beginning with the second semester of the current school year early in February, Washington University will for the first time offer graduate work in speech and speech education. Heretofore advance work in these subjects has not been available in the St. Louis area. The courses are designed primarily for teachers in this area who may wish to advance themselves in a phase of education which is rapidly gathering importance year by year.

Courses to be offered will include History and Principles of Public Address from Aristotle to the Present Time, Phonetics, American Speech, and Introduction to Speech Correction. As demand warrants, graduate work will also be offered in Dramatic Production and in Speech Science. The work will be given under the direction of Dr. Donald C. Bryant, assistant professor of English in charge of Speech, and will lead, if the student wishes, to the degree of Master of Arts.

Additional information concerning the work may be obtained by writing to Prof. Bryant or to Prof. W. R. Mackenzie, chairman of the Department of English, Washington University, St. Louis, Mo.



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NEW BOOKS

YOUTH AT THE WHEEL, A Reference Book on Safe Driving by John J. Floherty. Published by J. B. Lippincott Company. Price \$1.75.

The author evidently believes that an important element of safety is knowing the machine you drive. Much of the book is devoted to clear expositions of the machinery and mechanics of the automobile and how the various parts function. There is also much direct reference to safety rules, and a wealth of illustrative material.

SIX GREAT STORES, edited by Moderow, Mitchell, Sandrus, and Noyes. 531 pages. 12 full-page illustrations. Published by Scott, Foresman and Company.

Ordinarily we deplore the numerous efforts to juvenilize and "write down" from the great masters, even for the laudable purpose of getting a few subnormal pupils to read them. But if such things must be done it is fortunate that it be done well, as the editors of these stories have done it. While we recognize that these stories by Stevenson, Irving, Lamb, Hawthorne and Tennyson have not been improved in flavor by the editing, nevertheless the substance is retained and enough of the flavor to make their reading better than nothing.

THE UNIQUE FUNCTION OF EDUCATION IN AMERICAN DEMOCRACY. A Publication of the Educational Policies Commission of the National Education Association and the Department of Superintendence. Price 50c.

This volume written by Dr. Charles A. Beard based on discussions and conferences with the Commission and revised by the Commission is a valuable contribution to the study of education in the United States. Its study trends to clarify and define one's conception of the function of education.

ELEMENTARY PRACTICAL PHYSICS, by Newton Henry Black and Harvey Nathaniel Davis. Pages 710. Published by the Macmillan Company. Price \$2.00.

Characterized by its outstanding features: thoroughness, utility and simplicity. It links up physics with daily life without sacrificing the thorough grounding in principles, accurate treatment and logical organization.

THE FEDERALIST, by Hamilton, Jay and Madison with a twenty page introduction by Edward Mead Earle. Published by the National Home Library Foundation. Prices, paper edition 50c, cloth edition 75c and gift edition \$1.00.

This is a complete collection of the eighty-five world famous letters written in support of the Constitution by the three men whose influence in its drafting and adoption determined in a large measure the destiny of America. It should be in every library, public or private, where the citizens are interested in the fundamental law of the land.

JOHN SMITH AND POCAHONTAS, by Henry S. Hartzog. 194 plus v pages. Illustrated. Published by D'Alroy and Hart, St. Louis.

This is an authentic and lucid life of the hero of the first permanent settlement in the United States. Very readable and of contents that will grip the attention of the boy or girl in the upper grades of the elementary school. High school pupils and even adults will spend a few delightful hours with it.

CONSUMER MATHEMATICS, by Anne Louise Cowan. 324 plus xiv pages. Published by Stackpole Sons, Pittsburgh, Pennsylvania. Price \$1.23 F. O. B. Pittsburgh.

This book will be of interest to those teachers who are seeking fresh and practical material for mathematics. It is broken up into twelve units covering percentage, intelligent buying, installment buying, personal management, savings and insurance, banking, investment, taxes, communication, transportation, travel, and reading of business (graphs). As these titles indicate there is much of integration of arithmetic with other subjects in this text.

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| KIRKSVILLE | - . - | February 28 |
| MARYVILLE | - . - | March 1 |
| WARRENSBURG | - . - | March 7 |
| SPRINGFIELD | - . - | March 7 |

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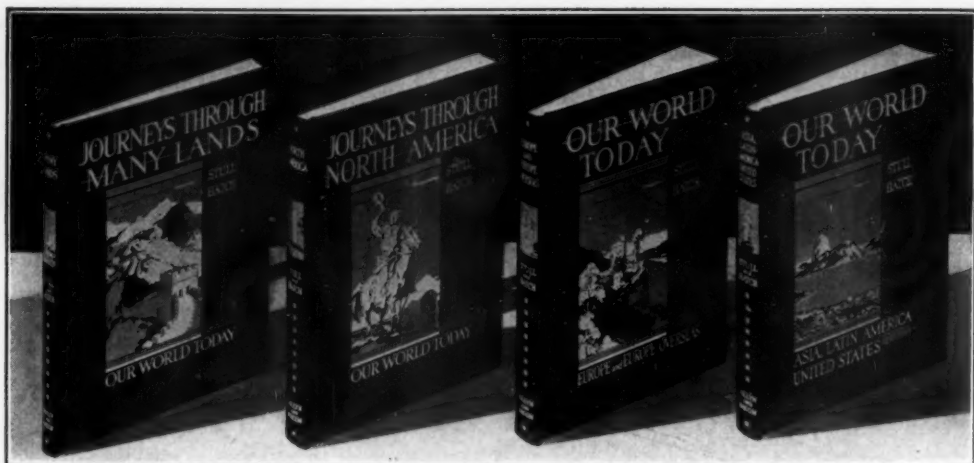
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—John Dewey: Democracy and Education.

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